



**Teacher  
Supply  
And  
Demand**

**February 2005**

**FY 2004  
Report  
To the  
Legislature**

**As required by  
Minn. Stat. §  
127A.05 subd. 6**

**Commissioner:**  
**Alice Seagren**

**Teacher  
Supply  
And  
Demand**

**February 2005**

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Upon request, this report can be made available in alternative formats.

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## ESTIMATED COST OF PREPARING THIS REPORT

This report provides information, which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

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This report will be available to the public on the Minnesota Department of Education website: <http://education.state.mn.us>

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# TEACHER SUPPLY AND DEMAND IN MINNESOTA

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## PURPOSE AND EXECUTIVE SUMMARY

The Educator Licensing and Teacher Quality Division of the Minnesota Department of Education contacted Minnesota public school districts and charter schools, retirement associations, and the Board of Teaching in an attempt to collect and analyze data relating to the supply and demand of Minnesota teachers.

This report summarizes the findings and highlights potential teacher shortage areas and trends as measured by the data collected.

- 1. Supply and demand factors.** Minnesota teacher supply and demand is influenced by several factors, including but not limited to the number of: teacher candidates who request initial licensure, individuals who currently possess teacher licensure (un-expired licenses), teachers currently employed as teachers in Minnesota public schools, new teachers who leave teaching within their first four years, teachers who have reached retirement age but continue to teach (in either retired or non-retired status), and teachers who have retired and no longer teach.
- 2. Study limitations.** A major portion of this report includes opinions collected from Minnesota school district superintendents or administrative designees. However, only 35% of school districts and charter schools responded to the survey. Also, the data on teacher retention is limited to new teacher hires in Minnesota (first time in the Minnesota Teachers Retirement Association system). This excludes new teacher hires in Cities of the First Class (Minneapolis, St. Paul, and Duluth) that are part of separate teacher retirement systems.
- 3. Perceived teacher shortage areas and surplus areas.** The 170 of 481 (35%) Minnesota school districts and charter schools responding identified the following teacher shortage areas: Science (all fields), Special Education: Emotional Behavioral Disorders (EBD), Technology (Industrial Arts), English as a Second Language, Mathematics, Agriculture, Special Education: Learning Disabilities (LD), Spanish, Business, and Music (Vocal and Instrumental). The respondents identified surplus areas as: Elementary Education, Social Studies, and Physical Education.
- 4. Perceived teacher shortage areas correlated with the number of special permissions (actual data).** Perceived shortage areas identified by participating superintendents or administrative designees correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching.
- 5. Reports of subjects most difficult to staff.** The survey respondents, 170 of 481 (35%) Minnesota superintendents or administrative designees, identified Science (all fields), Special Education: Emotional Behavioral Disorders (EBD), and Technology (Industrial Arts), suggesting that these are the most severe shortage areas. Others reported varying levels of difficulty or no difficulty for other shortage areas, suggesting that the remaining shortage areas may be different across school districts and charter schools.
- 6. Un-expired licenses (actual data).** In a five-year period (2000-2004), there was a 14% to 27% decrease in the un-expired licenses for the identified shortage areas, except for Special Education: Learning Disabilities (LD) and Special Education:

Emotional Behavioral Disorders (EBD), which increased by 6% and 10% respectively. The survey results suggest that this increase may not be enough to satisfy the shortages in these areas, and it is not known if all those who gained licensure accepted teaching positions.

**7. Initial licenses to individuals prepared in Minnesota and out-of-state (actual data).** In that same five-year period, the number of teachers prepared out-of-state decreased 7% compared to the number of teachers prepared in-state, which increase 39%. Data also indicates an 18% increase overall in the number of teachers granted initial teaching licenses.

**8. Actual Minnesota teacher retirements, compared to projections.** Over the last five years, the percentage of employed teachers who retired from all four retirement associations were 5.2%, 4.7%, 3.8%, 3.6%, and 4%. The Minnesota Teachers Retirement Association (TRA) projected 2,375 retirements for 2003 but 1,754 actually retired, and projected 2,567 retirements for 2004 but 1,958 actually retired. TRA projects future retirements from 2005 to 2009 of 2,537, 2,723, 2,776, 2,760, and 2,727. Minnesota Department of Education calculated the projected retirements for teachers within the perceived shortage areas identified by regions. Between 2005-2009, there are 735 total projected retirees in Science (all fields), 880 in Special Education: Learning Disabilities (LD), 573 in Mathematics, 384 in Business, 345 in Music (Vocal and Instrumental), 324 in Special Education: Emotional Behavioral Disorders (EBD), 341 in Technology (Industrial Arts), 108 in Spanish, 95 in English as a Second Language, and 27 projected retirees in Agriculture. Regional differences are reported on pages 20-23.

**9. TRA data on teacher retention (actual data).** The four-year data for 1995 to 2000 shows that of the total new teacher hires in 1995, approximately 30% left teaching after one year and by the end of the four years, approximately 49% left teaching. The four-year retention rate for the new hires in 1995 was 51.34%. The four-year retention rates for the newly hired teachers in 1996 through to 2000 were 51.34%, 54.64%, 55.97%, 59.04%, 60.87%, and 57.35%. This data indicates that Minnesota's retention rate for new teachers may be significantly lower than national retention rates for the same period. More in-depth data on teacher retention rates, subject areas, and possible reasons why teachers are leaving is needed and will be pursued for future study.

**10. Board of Teaching licensing data (actual data).** Teachers without Minnesota licensure must get Minnesota Board of Teaching special permissions in order to teach. Special permissions from 2000 to 2004 were granted as follows:

Personnel variances: The Minnesota Board of Teaching granted 11,199 personnel variances between 2000 and 2004 reflecting a 226% increase and a 83% increase 2001 to 2004.

Temporary limited approvals: The Minnesota Board of Teaching granted 1,860 temporary limited approvals between 2000 and 2004 reflecting a 946% increase and a 23% increase 2001 to 2004. The first year a school district was held accountable to report licensing discrepancies was 2001.



Board waivers: The Minnesota Board of Teaching granted 3,226 board waivers between 2000 and 2004 reflecting a 45% increase and a 51% decrease 2001 to 2004.

Non-licensed community experts: The Minnesota Board of Teaching granted 2,065 non-licensed community expert permissions between 2000 and 2004 reflecting a 46% decrease and a 66% decrease 2001 to 2004.

Commissioner exemptions: 174 commissioner exemptions were granted between 2002 and 2004.

Total special permissions granted by the Minnesota Board of Education increased between 12 and 413% from 2000 to 2004 in all ten perceived shortage areas. Data analyzed for years 2001 to 2004 indicates that the number of special permissions granted in Agriculture, Business, English as a Second Language, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science and Technology increased between 3 and 40%, while the number of permissions granted in Spanish and Mathematics decreased by 6 and 36% respectively.

In addition to the shortage areas identified by Minnesota superintendents or administrative designees, confirmed as significant through the Minnesota Board of Teaching, there were 407 special permissions granted in Elementary Education, 461 in Health and Physical Education, 479 in Social Studies, and 670 in Communication Arts and Literature between 2000 and 2004.

2001 is notable in that this was the second year that school districts and charter schools received a Board of Teaching notice of license discrepancies based on data provided by school districts and charter schools about teacher licensure indicating possible unlawful hires of non-licensed teachers.

- 11. Personnel variances (actual data).** Personnel variances granted by the Minnesota Board of Teaching increased 8 to 675% in all identified shortage areas between 2000 and 2004. Data indicates a 3 to 400% increase in all identified shortage areas between 2001 and 2004.
- 12. Temporary limited licenses (actual data).** The number of temporary limited licenses granted by the Minnesota Board of Teaching in Business, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, and Spanish increased between 138 and 1400% from 2000 to 2004, while English and a Second Language decreased by 33%. Data analyzed for years 2001 to 2004 indicates that the number of temporary limited licenses granted in Agriculture, Business, Music, EBD, LD, Spanish and Technology increased by 8 to 200%, while the number granted in English as a Second Language, Mathematics and Science decreased by 2 to 88%.
- 13. Board waivers (actual data).** The number of board waivers granted by the Minnesota Board of Teaching in Business, English as a Second Language, Mathematics, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, and Spanish decreased by 90 to 100% between 2000 to 2004. Data analyzed for years 2001 to 2004 indicates

that the number of board waivers granted decreased in all of the identified shortage areas by 81 to 100%.

**14. Non-licensed community experts (actual data).** The number of non-licensed community expert special permissions granted by the Minnesota Board of Teaching in Agriculture, Business, English as a Second Language, Mathematics, Music, Science, Spanish, and Technology decreased by 33 to 100% between 2000 to 2004, while Special Education: Emotional Behavioral Disorders (EBD), and Special Education: Learning Disabilities (LD) increased by 63 and 172% accordingly. Data analyzed for years 2001-2004 indicates that the number of non-licensed community expert special permissions granted decreased in all of the identified shortage areas by 12 to 100%.

**15. Districts report about substitute teacher shortage.** Data collected from 170 of 481 (35%) Minnesota superintendents or administrative designees indicates that while school districts and charter schools may experience a shortage of substitute teachers, changes made to licensing rules were helpful in recruiting and hiring substitute teachers.

# A Report on

## TEACHER SUPPLY AND DEMAND IN MINNESOTA

### Overview of Study

#### A. Legislative Requirement

In compliance with Minnesota Statute 127A.05, Subdivision 6, the Educator Licensing and Teacher Quality Division of the Minnesota Department of Education contacted all public school districts and charter schools in December 2004 and January 2005 in an attempt to determine how school districts and charter schools were succeeding in staffing the schools with qualified teachers.

#### **Minnesota Statute 127A.05, Subdivision 6, states:**

The commissioner of education shall survey the state's school districts and teacher preparation programs and report to the education committees of the legislature by January 15 of each odd-numbered year on the status of teacher early retirement patterns, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and regions of the state. The report must also include how districts are making progress in hiring teachers and substitutes in the areas of shortage and a five-year projection of teacher demand for each district.

A survey was distributed electronically to each school district and charter school and 170 of 481 (35%) school districts and charter schools responded. A copy of the district survey instrument and a list of school districts and charter schools surveyed can be found in **Appendix A and B**.

#### B. Data Collection

In addition to the survey of public school districts and charter schools, data was collected from a variety of sources including, but not limited to, the Minnesota Board of Teaching, Minnesota Department of Education and the Minnesota Teachers Retirement Association (TRA), and the three retirement associations for the Cities of the First Class in Duluth, St. Paul, and Minneapolis. Data was collected to provide information concerning the following:

- Perceived Teacher Shortages: Patterns in teacher shortage areas by region, gathered using a self-reported survey instrument completed by 170 of 481 (35%) Minnesota superintendents or administrative designees. Data was also collected to identify progress made in filling teaching positions previously identified as shortage areas, as well as to identify anticipated teacher shortages and fields experiencing a surplus of teachers.
- Initial Licensure Patterns: Actual number of initial teaching licenses granted in Minnesota, collected and reported by the Department of Education, Educator Licensing and Teacher Quality Division between 2000 and 2004.

- Teacher Retirement Patterns: Actual and projected retirements from 2000-2009 collected from Minnesota Teachers Retirement Association (TRA), St. Paul Teachers' Retirement Fund Association (SPTRFA), Minneapolis Teachers' Retirement Fund Association (MTRFA), and Duluth Teachers' Retirement Fund Association (DTRFA).
- Teacher Retention Trends: Actual retention data from 1995-2004 collected by the Minnesota Teachers Retirement Association (TRA).
- Special Permission Patterns: The number and type of special permissions granted by the Minnesota Board of Teaching in identified shortage areas.
- Perceived Substitute Teacher Shortages: Patterns in substitute teacher shortages gathered using a self-reported survey instrument of perceptions and observations completed by 170 of 481 (35%) Minnesota superintendents or administrative designees. Data was also collected to assess progress made in addressing the substitute teacher shortage and to identify the current and future availability of substitute teachers as perceived by Minnesota superintendents or administrative designees.

### C. Organization of Findings

The Teacher Supply and Demand Report contains three distinct sections, which include the following:

Section A: Minnesota Teachers

Section B: Special Permissions Granted by the Minnesota Board of Teaching

Section C: Substitute Teacher Shortages

Section A: *Minnesota Teachers*, outlines current and projected trends regarding the supply and demand of teachers. Data provided includes, but is not limited to, perceived projections from participating Minnesota superintendents or administrative designees, the number of un-expired and initial teaching licenses granted in identified teacher shortage areas, the number of teachers prepared in institutions of higher learning, and miscellaneous retirement and retention data.

Section B: *Special Permissions Granted by the Minnesota Board of Teaching*, highlights the number and type of special permissions granted by the Minnesota Board of Teaching in a variety of subject content areas in response to teacher shortages.

Section C: *Substitute Teacher Shortages*, outlines modifications made to the licensing requirements for substitutes since the 2001 Supply and Demand Study was completed, as well as perceptions made by 35% of Minnesota superintendents or administrative designees regarding current and future substitute teacher needs.

### D. Study Limitations

The Minnesota Legislature requires surveys of public school districts to gain information about teacher supply and demand. Authors of this report recognize that extensive teacher

retention data, currently not available, must be collected and analyzed to provide a thorough understanding of current teacher supply and demand trends. Therefore, this study does not include essential information about how many teachers have reached retirement age, but choose to continue teaching, teachers who voluntarily leave the profession, and reasons for their departure.

Since current retention data was not available for this report, the Department of Education is currently working with numerous organizations to determine how to best collect accurate and reliable data on teacher retention for future study.

Furthermore, while the survey instrument to determine perceived current and future teachers shortages was sent to 481 Minnesota school districts and charter schools, only 170 of 341 (35%) surveys were completed and returned. The low return of 35% yields data that, while helpful, may lead to questions about the study's reliability and reported findings. Wherever feasible, actual data collected from established entities was reported in the study in an attempt to assist individuals with understanding current teacher supply and demand trends in Minnesota.

## Report of Findings

### Section A: Survey Results and Licensed Minnesota Teacher Data

#### 1. Reported Factors That Influence Teacher Supply and Demand

The Educator Licensing and Teacher Quality Division of the Minnesota Department of Education compiled data for this report with the understanding that numerous factors influence the supply and demand of teachers throughout Minnesota. Factors that influence teacher supply and demand include, but are not limited to, the number of:

- Teachers granted initial licenses
- Individuals holding un-expired teaching licenses
- Teachers currently teaching
- Teachers having reached retirement age, who choose to continue teaching
- Actual teacher retirements in Minnesota
- Retention rates for new teachers

#### 2. Perceived and Projected Teacher Shortage Areas

The 2001 and 2005 Teacher Supply and Demand Surveys asked Minnesota superintendents or administrative designees to identify licensure areas for which they have and anticipated having considerable difficulty filling. Superintendents or administrative designees completing the survey in 2001 identified the following shortage areas, which are listed from most to least critical:

- Special Education: Emotional Behavioral Disorders
- Mathematics
- Technology (Industrial Arts)
- Spanish
- Special Education: Learning Disabilities
- Science (all fields)
- English as a Second Language
- Agriculture
- Business
- Music (Vocal and Instrumental)

Superintendents or administrative designees completing the survey in 2005 identified current perceived teacher shortage areas, as well as perceived progress made since 2001 in filling vacancies in the previously mentioned teacher shortage areas.

**Table 1** indicates perceived difficulty in filling teacher shortage areas, reported by 170 out of 481 (35%) of Minnesota superintendents or administrative designees in 2005. License areas are listed by the reported anticipated level of difficulty in filling future positions. Shaded areas emphasize a license area in which more than 40% of the superintendents or administrative designees completing the survey indicated that it would be very to extremely difficult or not to slightly difficult to fill open positions over the next five years.

**Table 1: Anticipated Level of Difficulty in Filling Future Teaching Positions Reported by Participating Minnesota School Districts and Charter Schools**

License Area	Very to Extremely Difficult	Difficult	Not to Slightly Difficult
Science (all fields)	51%	18%	31%
Special Education: EBD	45%	21%	34%
Technology (Industrial Arts)	42%	22%	36%
English as a Second Language	36%	28%	36%
Mathematics	33%	26%	41%
Agriculture	28%	24%	48%
Special Education: LD	26%	25%	49%
Spanish	24%	31%	45%
Business	17%	28%	55%
Music (Vocal and Instrumental)	17%	19%	64%

Survey data collected indicated that more than 40% of Minnesota superintendents or administrative designees who completed the survey indicated that it would be very to extremely difficult to fill positions in Science, Special Education: Emotional Behavioral Disorders (EBD), and Technology, but only slightly to not difficult to fill positions in Mathematics, Agriculture, Special Education: Learning Disabilities (LD), Spanish, Business, and Music.

Minnesota superintendents or administrative designees completing the survey also indicated other subject content areas that would be difficult to fill. Between 5 and 11% of the superintendents or administrative designees surveyed indicated that they anticipated shortages in the areas of Speech Language Pathology, Family and Consumer Sciences, and Early Childhood Education. **Appendix C** contains a listing of additional anticipated shortage areas identified by superintendents or administrative designees in the 2005 survey.

Perceived shortage areas identified by participating superintendents or administrative designees correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching.

**3. Minnesota Teacher Licensing Data**

The licensing and retirement data in **Table 2** identifies the total number of un-expired teaching licenses as of June 29 each year in shortage areas identified by Minnesota superintendents or administrative designees completing the 2001 and 2005 Supply and Demand Surveys. Data provided also includes the number of initial licenses granted, total retirements that occurred, and the total percent changed from 2000 to 2004. **Appendix D and E** contains the total number of un-expired licenses and initial licenses granted each year in all licensure areas.

**Table 2: Minnesota Licensing and Retirement Data in Identified Shortage Areas, 2000-2004**

License Area		2000	2001	2002	2003	2004	Total Percent Changed from 2000-2004
<b>Emotional Behavioral Disorders (EBD)</b>	Total Un-expired Licenses - June 29	4,703	4,837	4,908	5,174	5,182	+ 10%
	Total Number of Initial Licenses Granted	353	248	226	261	339	- 3%
	Total Number of Retirements	58	70	53	65	67	+ 15%
<b>Mathematics</b>	Total Un-expired Licenses - June 29	11,501	11,033	10,524	9,966	9,419	- 18%
	Total Number of Initial Licenses Granted	289	361	605	715	726	+ 151%
	Total Number of Retirements	173	145	120	120	115	- 33%
<b>Technology</b>	Total Un-expired Licenses - June 29	3,532	3,278	3,021	2,811	2,592	- 26%
	Total Number of Initial Licenses Granted	78	69	70	67	68	- 12%
	Total Number of Retirements	82	88	70	48	100	+ 21%
<b>Spanish</b>	Total Un-expired Licenses - June 29	3,013	2,889	2,742	2,617	2,519	- 16%
	Total Number of Initial Licenses Granted	141	168	138	151	152	+ 7%
	Total Number of Retirements	17	21	20	32	31	+ 82%
<b>Learning Disabilities (LD)</b>	Total Un-expired Licenses - June 29	7,479	7,744	7,723	8,020	7,964	+ 6%
	Total Number of Initial Licenses Granted	459	348	311	373	473	+ 3%
	Total Number of Retirements	165	156	116	158	153	- 7%
<b>Science</b>	Total Un-expired Licenses - June 29	15,908	15,080	14,124	13,197	12,349	- 22%
	Total Number of Initial Licenses Granted	513	606	789	765	755	+ 47%
	Total Number of Retirements	243	265	188	136	175	- 27%
<b>English as a Second Language (ESL)</b>	Total Un-expired Licenses - June 29	2,355	2,304	2,244	2,162	2,025	- 14%
	Total Number of Initial Licenses Granted	192	251	301	143	178	- 7%
	Total Number of Retirements	14	25	17	18	24	+71%
<b>Agriculture</b>	Total Un-expired Licenses - June 29	695	644	595	562	518	- 25%
	Total Number of Initial Licenses Granted	25	34	28	30	22	- 12%
	Total Number of Retirements	8	8	7	8	6	- 25%
<b>Business</b>	Total Un-expired Licenses - June 29	5,207	4,819	4,444	4,117	3,763	- 27%
	Total Number of Initial Licenses Granted	70	80	85	71	135	+ 92%
	Total Number of Retirements	131	120	96	87	87	- 33%
<b>Music</b>	Total Un-expired Licenses - June 29	8,809	8,362	7,922	7,474	7,025	- 20%
	Total Number of Initial Licenses Granted	310	277	250	242	256	- 17%
	Total Number of Retirements	92	68	62	70	49	- 46%

Note: Data does not indicate, however, whether individuals holding un-expired teaching licenses were or are employed as teachers, employed within a school in a different capacity, or provide the name of specific school districts of employment.

**Table 2** data indicates that there was a 14 to 27% decrease in the number of un-expired teaching licenses in all of the identified shortage areas except Special Education: Emotional Behavioral Disorders (EBD) and Special Education: Learning Disabilities (LD). The number of un-expired teaching licenses in LD and EBD increased by 6 and 10% respectively. Data also indicates that there was a 7 to 46% decrease in the number of retirements in Mathematics, LD, Science, Agriculture, Business, and Music, but a 15 to 82% increase in the number of retirements in EBD, Technology, Spanish and English as a Second Language (ESL).

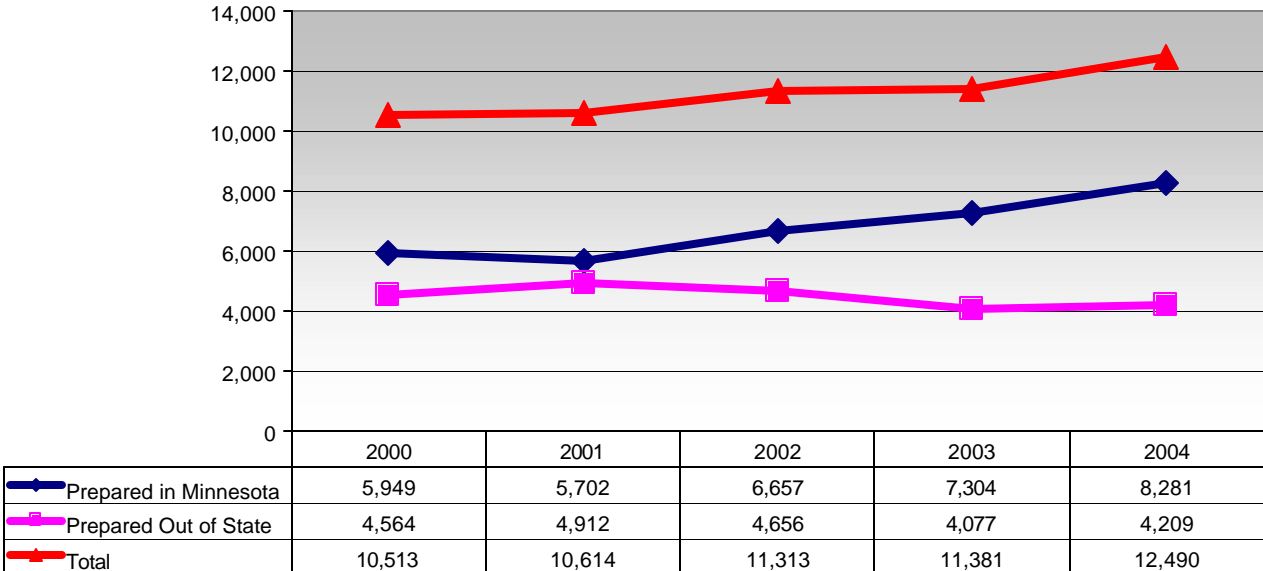
Finally, data indicates that there was a 3 to 151% increase in the number of initial licenses granted in Mathematics, Spanish, LD, Science, and Business and a 3 to 17% decrease in the number of initial licenses granted in EBD, Technology, English as a Second Language (ESL), Agriculture, and Music.



**4. Initial Minnesota Teaching Licenses Granted and Teachers Prepared in Institutions of Higher Education**

The licensing data reported identifies the total number of initial Minnesota teaching licenses granted to individuals prepared in Minnesota institutions of higher education and out-of-state between 2000 and 2004, collected and reported by the Minnesota Department of Education, Educator Licensing and Teacher Quality Division.

**Table 3: Initial Minnesota Teaching Licenses Granted, 2000-2004, to Individuals Prepared in Minnesota and Out-of State**

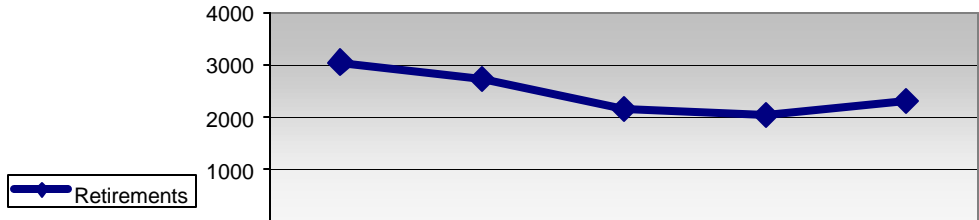


**Table 3** data indicates that there was a 39% increase in the number of teachers granted initial teaching licenses who were prepared in Minnesota institutions of higher education and a decrease of 7% in the number of teachers granted initial teaching licenses who were prepared out-of-state. The data also indicates that there was an 18% increase overall in the number of individuals who were granted initial teaching licenses in Minnesota. Data does not indicate, however, specific subject content areas of licensure, whether individuals were or are employed as teachers, or provide the name of specific school districts of employment.

**5. Minnesota Teacher Retirements by Individuals Employed**

The retirement data reported identifies the total number of Minnesota teachers who retired and were employed in fiscal years 2000, 2001, 2002, 2003, 2004 and 2005. Teacher retirement data was provided by each of the Minnesota retirement associations including Minnesota Teachers Retirement Association (TRA), St. Paul Teachers' Retirement Fund Association (SPTRFA), Minneapolis Teachers' Retirement Fund Association (MTRFA) and Duluth Teachers' Retirement Fund Association (DTRFA).

**Table 4: Minnesota Teacher Retirements, 2000-2004, Reported as Percentage of Teachers Employed**



Year	2000	2001	2002	2003	2004
Retirements	3,044	2,711	2,141	2,051	2,296
Total Employed Teachers	58,534	57,372	55,862	56,142	56,021
Percent of Employed Teachers Retiring	5.2%	4.7%	3.8%	3.6%	4%

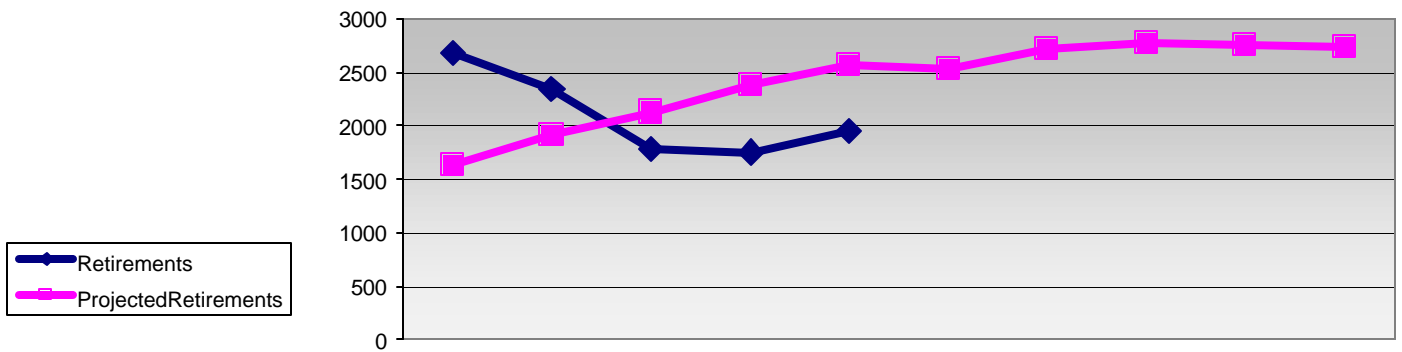
The figures in **Table 4** reflect teacher retirements and teachers employed by number and percentage between 2000 and 2004 as reported by each of the Minnesota retirement associations and the Minnesota Department of Education. The percentage of teachers retiring ranges from 3.6% in 2003 to 5.2% in 2000, while the number of teachers employed decreased from 58,534 in 2000 to 56,021 in 2004. Teachers working in more than one district, however, are duplicated in the totals.

**6. Minnesota Teacher Retirements and Projections by Retirement Association**

Data provided in **Tables 5, 6, 7, and 8**, identifies the number and percentage of Minnesota teacher retirements within each retirement association between 2000 and 2004, along with projection data for individuals participating in the Minnesota and St. Paul teacher retirement associations between 2000 and 2009.

Projected retirements for the fiscal years 2005, 2006, 2007, 2008 and 2009 were based on actuary assumptions provided by each of the retirement associations. However, the Minneapolis Teachers' Retirement Fund Association and Duluth Teachers' Retirement Fund Association indicated that retirement projection data was not available.

**Table 5: \*Actual and Projected Retirements Reported by Minnesota Teachers Retirement Association For 2000-2009**

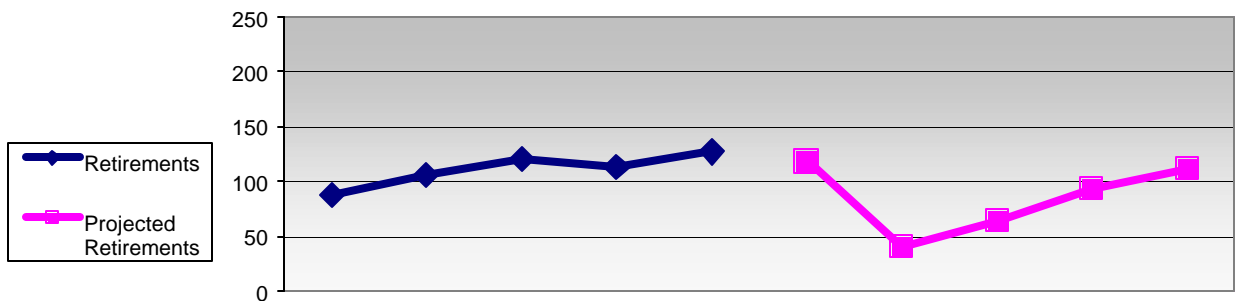


Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual Retirements	2,677	2,336	1,777	1,754	1,958					
Projected Retirements	1,636	1,908	2,128	2,375	2,567	2,537	2,723	2,776	2,760	2,727
Total Number of Employed Licensed Teachers (TRA)	50,473	49,473	48,438	49,036	49,122					
Percent of Retired Teachers (TRA)	5.3%	4.7%	3.6%	3.5%	3.9%					

\* Minnesota Teachers Retirement Association includes all school districts except, St. Paul, Minneapolis and Duluth.

**Table 5** identifies the number and percentage of Minnesota teacher retirements between 2000 and 2004 and retirement projections between 2005 and 2009 for individuals contributing to the Minnesota Teachers Retirement Association. Total number of employed licensed teachers is reported by the Minnesota Department of Education. Data provided indicates that the number of teachers retiring between 2000 and 2004 ranged from 1,754 (3.5%) in 2003 to 2,677 (5.3%) in 2000. Minnesota Teachers Retirement Association indicates total active members range from 70,508 in 2000 to 72,008 in 2004 including teachers as well as individuals in other professional education positions.

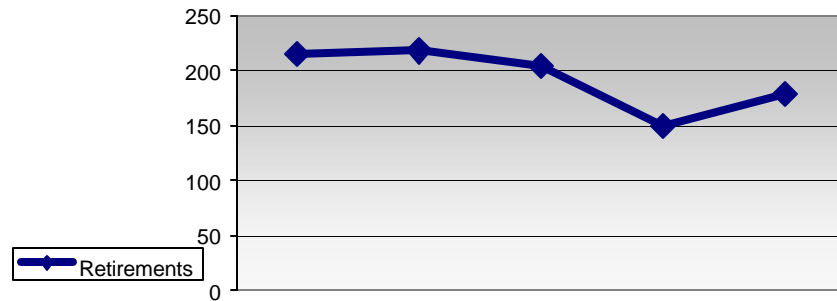
**Table 6: St. Paul Teacher Retirements, 2000-2004, and Projected Retirements, 2000-2009, Reported by St. Paul Teachers' Retirement Fund Association**



Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual Retirements	88	106	121	113	127					
Projected Retirements	n/a	n/a	n/a	n/a	n/a	118	41	64	93	111
Total Number of Employed Licensed Teachers (St. Paul)	3,316	3,207	3,076	2,974	2,918					
Percent of Retired Teachers (St. Paul)	2.6%	3.3%	3.9%	3.7%	4.3%					

**Table 6** identifies the number of St. Paul teacher retirements between 2000 and 2004 according to the St. Paul Teachers' Retirement Fund Association. Retirements ranged from 88 (2.6%) in 2000 to 127 (4.3%) in 2004. St. Paul officials indicated that projections between 2000 and 2004 were not available. Total number of employed licensed teachers is reported by the Minnesota Department of Education.

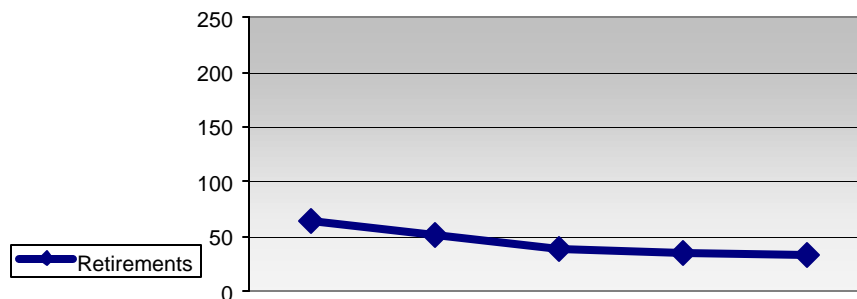
**Table 7: Minneapolis Teacher Retirements, 2000-2004, Reported by Minneapolis Teachers' Retirement Fund Association**



Year	2000	2001	2002	2003	2004
Actual Retirements	215	218	204	149	178
Total Number of Employed Licensed Teachers (Minneapolis)	3,793	3,795	3,490	3,320	3,237
Percent of Retired Teachers (Minneapolis)	5.6%	5.7%	5.8%	4.4%	5.4%

**Table 7** identifies the number of Minneapolis teacher retirements between 2000 and 2004 according to the Minneapolis Teachers' Retirement Fund Association. Minneapolis officials indicated that projection data was not available. Data provided indicates that the total percentage of teacher retirements in Minneapolis ranged from 4.4% in 2003 to 5.8% in 2002. Total number of employed licensed teachers is reported by the Minnesota Department of Education.

**Table 8: Duluth Teacher Retirements, 2000-2004, Reported by Duluth Teachers' Retirement Fund Association**



Year	2000	2001	2002	2003	2004
Actual Retirements	64	51	39	35	33
Total Number of Employed Licensed Teachers (Duluth)	952	897	858	812	744
Percent of Retired Teachers (Duluth)	6.7%	5.6%	4.5%	4.3%	4.4%

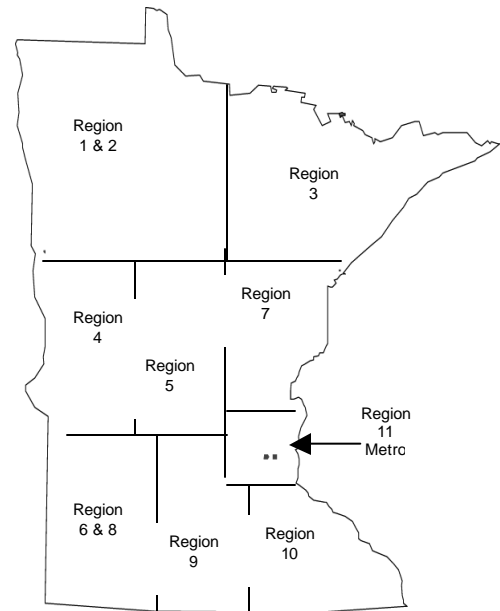
**Table 8** identifies the number of Duluth teacher retirements between 2000 and 2004 according to the Duluth Teachers' Retirement Fund Association. Duluth officials indicated that projection data was not available. Data provided indicates that the total percentage of teacher retirements in Duluth ranged from 4.3% in 2003 to 6.7% in 2000. Total number of employed licensed teachers is reported by the Minnesota Department of Education.

## 7. Minnesota Teacher Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region

In the 2005 Teacher Supply and Demand – Data Survey, 170 of 481 (35%) Minnesota superintendents or administrative designees reported the region in which their school district was located. **Table 9** identifies the location of each of the regions. **Appendix B** contains the name of school districts and charter schools located in each region.

**Table 10** provides the number of initial licenses granted and total retirees by region for each of the identified shortage areas. **Appendix F** contains disaggregated retirement information in all licensure areas.

The retirement figures in **Table 10** were provided by each of the Minnesota teacher retirement associations, while the number of initial licenses granted was provided by the Minnesota Department of Education, Educator Licensing and Teacher Quality Division.



**Table 9: Minnesota Regions**

**Table 10: Initial Minnesota Teaching Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region, 2000-2004**

### Emotional Behavioral Disorders

EBD	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	353	248	226	261	339	1,427
<b>Total Retirees</b>	58	70	53	65	67	313
<b>Total Retirees by Region</b>						
1 & 2	0	3	2	1	6	12
3	5	3	3	5	0	16
4	3	5	2	1	1	12
5	1	1	1	1	0	4
6 & 8	2	5	1	2	3	13
7	0	0	1	3	2	6
9	2	0	1	6	2	11
10	6	9	7	5	7	34
11 Metro	36	41	33	40	45	195
Unidentified	3	3	2	1	1	10

### Mathematics

Mathematics	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	289	361	605	715	726	2,696
<b>Total Retirees</b>	173	145	120	120	115	673
<b>Total Retirees by Region</b>						
1 & 2	11	6	6	3	4	30
3	16	15	7	13	7	58
4	11	7	7	4	2	31
5	9	2	2	1	4	18
6 & 8	20	9	9	9	7	54
7	16	8	13	11	15	63
9	14	14	5	8	3	44
10	9	18	8	9	6	50
11 Metro	64	57	58	53	56	288
Unidentified	3	9	5	9	11	37

### Technology

Technology	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	78	69	70	67	68	352
<b>Total Retirees</b>	82	88	70	48	100	388
<b>Total Retirees by Region</b>						
1 & 2	5	3	2	4	2	16
3	10	9	6	5	10	40
4	1	4	1	1	5	12
5	4	9	6	0	12	31
6 & 8	6	3	1	5	6	21
7	9	4	5	3	8	29
9	3	4	1	1	6	15
10	8	8	8	7	11	42
11 Metro	31	39	36	21	32	159
Unidentified	5	5	4	1	8	23

### Spanish

Spanish	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	141	168	138	151	152	750
<b>Total Retirees</b>	17	21	20	32	31	121
<b>Total Retirees by Region</b>						
1 & 2	0	0	0	2	0	2
3	2	0	1	1	0	4
4	1	1	0	0	0	2
5	0	0	1	0	0	1
6 & 8	1	0	0	2	0	3
7	1	0	2	0	1	4
9	1	0	0	2	1	4
10	2	3	3	6	3	17
11 Metro	8	15	11	17	21	72
Unidentified	1	2	2	2	5	12

**Table 10 Continued: Initial Minnesota Teaching Licenses Granted and Actual Retirees in Perceived Shortage Areas by Region, 2000-2004**

**Learning Disabilities**

LD	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	459	348	311	373	473	1,964
<b>Total Retirees</b>	165	156	116	158	153	748
<b>Total Retirees by Region</b>						
1 & 2	6	7	4	8	10	35
3	15	13	9	16	5	58
4	8	7	4	2	4	25
5	7	4	2	4	5	22
6 & 8	7	9	5	7	4	32
7	8	6	7	8	11	40
9	8	1	3	10	7	29
10	10	19	13	12	16	70
11 Metro	88	82	64	85	88	407
Unidentified	8	8	5	6	3	30

**Science**

Science	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	513	606	789	765	755	3,428
<b>Total Retirees</b>	243	265	188	136	175	1,007
<b>Total Retirees by Region</b>						
1 & 2	11	13	10	7	8	49
3	26	22	12	9	20	89
4	14	10	12	3	2	41
5	15	11	9	1	6	42
6 & 8	21	20	16	15	6	78
7	14	17	20	19	25	95
9	13	20	6	3	5	47
10	30	20	11	8	18	87
11 Metro	91	120	84	62	71	428
Unidentified	8	12	8	9	14	51

**English as a Second Language**

ESL	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	192	251	301	143	178	1,065
<b>Total Retirees</b>	14	25	17	18	24	98
<b>Total Retirees by Region</b>						
1 & 2	1	0	0	0	0	1
3	1	0	0	0	0	1
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6 & 8	1	1	3	1	2	8
7	1	3	1	1	1	7
9	0	0	0	1	1	2
10	0	3	4	0	2	9
11 Metro	9	18	9	15	18	69
Unidentified	1	0	0	0	0	1

**Agriculture**

Agriculture	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	25	34	28	30	22	139
<b>Total Retirees</b>	8	8	7	8	6	37
<b>Total Retirees by Region</b>						
1 & 2	0	0	0	0	0	0
3	0	0	0	0	3	3
4	0	0	0	0	0	0
5	0	0	2	1	0	3
6 & 8	2	2	3	1	0	8
7	2	2	1	0	0	5
9	2	1	0	0	1	4
10	1	0	0	2	1	4
11 Metro	0	1	0	2	1	4
Unidentified	1	2	1	2	0	6

**Business**

Business	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	70	80	85	71	135	457
<b>Total Retirees</b>	131	120	96	87	87	521
<b>Total Retirees by Region</b>						
1 & 2	2	14	3	7	0	26
3	11	10	8	7	6	42
4	8	5	7	7	3	30
5	5	2	5	3	7	22
6 & 8	20	5	9	6	3	43
7	10	14	7	7	6	44
9	7	2	2	6	4	21
10	16	15	21	6	10	68
11 Metro	42	43	29	33	31	178
Unidentified	10	10	5	5	17	47

**Music**

Music	2000	2001	2002	2003	2004	Total
<b>Total Number of Initial Licenses Granted</b>	310	277	250	242	256	1,335
<b>Total Retirees</b>	92	68	62	70	49	341
<b>Total Retirees by Region</b>						
1 & 2	4	5	4	3	3	19
3	6	2	1	1	3	13
4	3	6	2	1	5	17
5	2	3	2	1	1	9
6 & 8	8	2	3	7	4	24
7	3	8	4	0	2	17
9	5	2	7	2	1	17
10	5	9	6	10	7	37
11 Metro	45	30	28	36	22	161
Unidentified	11	1	5	9	1	27

**Table 10** indicates that more teachers were granted initial licenses than retired in Special Education: Emotional Behavioral Disorders (EBD), Mathematics, Spanish, Special Education: Learning Disabilities (LD), Science, English as a Second Language, Agriculture, and Music, but that more teachers retired than were granted initial licenses in Technology and Business. The data does not indicate, however, whether teachers granted licenses were hired, wanted to be hired, or provide a location of employment preference.

## 8. Projected Total Retirements by Subject Area

In the 2005 Teacher Supply and Demand Data Survey, Minnesota superintendents or administrative designees reported the region of the state where the district is located. **Table 9, page 16** identifies the location of each of the regions. **Appendix B** contains the name of school districts and charter schools located in each region.

Professional actuaries from Minnesota retirement associations, excluding Minneapolis and Duluth, calculated the projected retirement of teachers within identified teacher shortage areas. Individuals who reached the rule of 90 and were 60 years of age were considered a retiree in this report.

Projected retirement data is disaggregated by region in **Table 11** and is recorded by subject area listed by anticipated teacher shortage areas. **Appendix G** contains a complete list of disaggregated projected retirement information in all licensure areas by year.

**\*Table 11: Subject Area 2005-2009 - Total Projected Retirees in Each Region**

Science							Emotional Behavioral Disorders						
Science	2005	2006	2007	2008	2009	Total	EBD	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	279	131	97	148	80	735	<b>Total Retirees</b>	136	33	41	56	58	324
<b>Total Retirees by Region</b>							<b>Total Retirees by Region</b>						
1 & 2	19	4	0	10	11	44	1 & 2	5	0	1	4	3	13
3	10	9	4	15	8	46	3	3	0	1	2	2	8
4	21	7	9	11	4	52	4	7	5	3	5	2	22
5	9	4	0	3	3	19	5	6	1	1	4	1	13
6 & 8	31	12	8	4	7	62	6 & 8	11	2	4	4	5	26
7	50	15	14	14	17	110	7	12	2	5	3	4	26
9	26	4	10	4	3	47	9	4	4	3	3	6	20
10	29	14	9	11	7	70	10	15	6	4	5	5	35
11 Metro	71	59	43	75	17	265	11 Metro	66	13	19	25	30	153
Unidentified	13	3	0	1	3	20	Unidentified	7	0	0	1	0	8
Technology							English as a Second Language						
Technology	2005	2006	2007	2008	2009	Total	ESL	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	113	73	57	59	39	341	<b>Total Retirees</b>	47	7	7	16	18	95
<b>Total Retirees by Region</b>							<b>Total Retirees by Region</b>						
1 & 2	8	9	11	9	4	41	1 & 2	0	0	0	0	0	0
3	6	8	4	7	1	26	3	0	0	0	0	0	0
4	12	2	5	2	4	25	4	5	0	0	0	1	6
5	2	6	5	1	9	23	5	0	0	0	0	0	0
6 & 8	9	6	0	4	3	22	6 & 8	3	1	0	0	1	5
7	16	11	13	7	4	51	7	3	0	0	0	2	5
9	2	4	1	2	0	9	9	1	0	0	0	0	1
10	10	7	2	3	1	23	10	8	0	1	2	2	13
11 Metro	46	18	16	23	13	116	11 Metro	23	6	6	14	12	61
Unidentified	2	2	0	1	0	5	Unidentified	4	0	0	0	0	4

**\*Table 11 Continued: Subject Area 2005-2009 - Total Projected Retirees in Each Region**

**Mathematics**

Mathematics	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	205	94	96	98	80	573
<b>Total Retirees by Region</b>						
1 & 2	11	8	3	6	4	32
3	4	5	3	8	3	23
4	14	6	3	7	5	35
5	4	2	2	5	3	16
6 & 8	27	12	7	8	11	65
7	28	10	18	16	11	83
9	15	5	11	4	3	38
10	19	8	13	5	2	47
11 Metro	73	36	32	36	36	213
Unidentified	10	2	4	3	2	21

**Agriculture**

Agriculture	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	5	5	4	4	9	27
<b>Total Retirees by Region</b>						
1 & 2	0	0	0	0	2	2
3	0	0	0	0	1	1
4	1	0	1	1	1	4
5	1	1	1	0	1	4
6 & 8	1	0	0	0	0	1
7	2	1	1	0	2	6
9	0	0	0	1	0	1
10	0	3	0	0	1	4
11 Metro	0	0	1	2	1	4
Unidentified	0	0	0	0	0	0

**Learning Disabilities**

LD	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	269	124	152	166	169	880
<b>Total Retirees by Region</b>						
1 & 2	16	6	8	13	10	53
3	11	8	5	6	10	40
4	8	7	13	13	10	51
5	8	7	9	9	8	41
6 & 8	15	9	12	16	10	62
7	30	18	14	16	23	101
9	12	6	8	9	12	47
10	34	16	13	15	20	98
11 Metro	126	46	70	67	65	374
Unidentified	9	1	0	2	1	13

**Spanish**

Spanish	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	41	15	18	15	19	108
<b>Total Retirees by Region</b>						
1 & 2	3	0	1	0	1	5
3	1	0	0	0	1	2
4	2	0	2	0	0	4
5	1	0	0	0	0	1
6 & 8	1	2	1	1	0	5
7	3	3	0	0	2	8
9	2	0	2	2	1	7
10	4	0	1	2	5	12
11 Metro	21	9	11	10	8	59
Unidentified	3	1	0	0	1	5

**Business**

Business	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	139	76	63	47	59	384
<b>Total Retirees by Region</b>						
1 & 2	6	2	3	3	9	23
3	5	2	0	2	0	9
4	7	2	4	1	6	20
5	17	9	9	0	0	35
6 & 8	20	7	2	3	6	38
7	12	3	9	2	3	29
9	5	16	6	0	4	31
10	8	2	8	5	4	27
11 Metro	47	25	16	31	27	146
Unidentified	12	8	6	0	0	26

**Music**

Music	2005	2006	2007	2008	2009	Total
<b>Total Retirees</b>	122	60	48	56	59	345
<b>Total Retirees by Region</b>						
1 & 2	5	2	1	7	2	17
3	4	0	2	6	8	20
4	3	4	2	2	4	15
5	7	5	4	4	6	26
6 & 8	13	0	3	5	0	21
7	10	13	7	6	6	42
9	10	4	0	2	9	25
10	13	5	5	4	3	30
11 Metro	45	27	22	20	19	133
Unidentified	12	0	2	0	2	16

\*Projected Retirements do not include IDS #709 – Duluth Public Schools or  
IDS #1 – Minneapolis Public Schools  
Projected retirement data was not available.



Data provided indicates that Minnesota retirement associations anticipate between 341 and 880 retirements in Science, Technology, Mathematics, Special Education: Learning Disabilities (LD), Business, and Music between 2005 and 2009. Data also indicates that between 27 and 324 retirements in Special Education: Emotional Behavioral Disorders (EBD), English as a Second Language, Agriculture, and Spanish are expected between 2005 and 2009 throughout Minnesota. The number of retirees in each identified subject content area by region varies throughout the state.

## **9. Perceived Areas of Teacher Surplus**

170 of 481 (35%) Minnesota superintendents or administrative designees indicated in the 2005 Teacher Supply and Demand Data Survey that there is a surplus of elementary education, social studies, and physical education applicants. Sixty-three percent of the Minnesota superintendents or administrative designees completing the survey reported a surplus of elementary licensed applicants, while 34% and 15% of the superintendents or administrative designees respectively indicated a surplus of social studies and physical education applicants.

Initial licenses granted in elementary education between 2000 and 2004 totaled 13,285, while the number of initial licenses granted in social studies and physical education were 5,114 and 1,488 respectively.

**Appendix H** contains a complete list of comments expressed by Minnesota superintendents or administrative designees concerning anticipated areas of teacher surplus.

## **10. Minnesota Teacher Retention**

While current retention data for all Minnesota teachers was not available for this report, data provided in **Table 12** identifies the number of new teachers from 1995 to 2000, as well as the number of teachers still teaching during each fiscal year between 1995 and 2000 in all Minnesota school districts, except Duluth, Minneapolis, and St. Paul, provided by the Minnesota Teachers Retirement Association.

**Table 12: TRA Ten-Year Teacher Retention Data, FY 1995 - 2004**

Fiscal Year	Count of New Hires	Still Teaching FY + 1	%	Still Teaching FY + 2	%	Still Teaching FY + 3	%	Still Teaching FY + 4	%
1995	5,421	3,790	69.91	3,220	59.40	2,944	54.31	2,783	51.34
1996	4,784	3,523	73.64	2,964	61.96	2,734	57.15	2,614	54.64
1997	4,763	3,610	75.79	3,094	64.96	2,836	59.54	2,666	55.97
1998	4,726	3,694	78.16	3,278	69.36	3,021	63.92	2,790	59.04
1999	5,231	4,214	80.56	3,712	70.96	3,376	64.54	3,184	60.87
2000	6,207	4,863	78.35	4,127	66.49	3,825	61.62	3,560	57.35
2001	5,844	4,416	75.56	3,785	64.77	3,359	57.48	N/A	
2002	5,269	4,008	76.07	3,421	64.93	N/A		N/A	
2003	5,406	4,118	76.17	N/A		N/A		N/A	
2004	4,961	N/A		N/A		N/A		N/A	
<b>Total</b>	<b>52,612</b>								

**Table 12 Continued: TRA Ten-Year Teacher Retention Data, FY 1995 – 2004**

Fiscal Year	Count of New Hires	Still Teaching FY + 5	%	Still Teaching FY + 6	%	Still Teaching FY + 7	%	Still Teaching FY + 8	%	Still Teaching FY + 9	%
1995	5,421	2,701	49.82	2,576	47.52	2,459	45.36	2,391	44.11	2,323	42.85
1996	4,784	2,478	51.80	2,336	48.83	2,256	47.16	2,151	44.96	N/A	
1997	4,763	2,491	52.30	2,392	50.22	2,281	47.89	N/A		N/A	
1998	4,726	2,683	56.77	2,554	54.04	N/A		N/A		N/A	
1999	5,231	2,985	57.06	N/A		N/A		N/A		N/A	
2000	6,207	N/A		N/A		N/A		N/A		N/A	
2001	5,844	N/A		N/A		N/A		N/A		N/A	
2002	5,269	N/A		N/A		N/A		N/A		N/A	
2003	5,406	N/A		N/A		N/A		N/A		N/A	
2004	4,961	N/A		N/A		N/A		N/A		N/A	
<b>Total</b>	<b>52,612</b>										

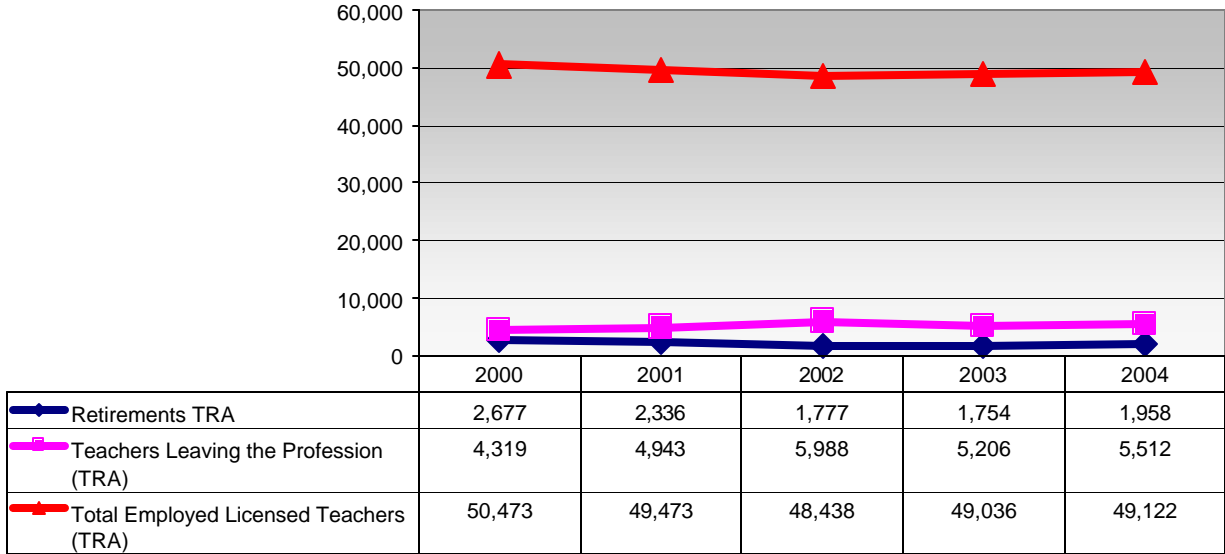
All data in **Table 12** was obtained from the Minnesota Teachers Retirement Association. For purposes of this report, it is assumed that teachers may resume teaching after stopping for one or more years and are again counted upon resumption. The phrase “still teaching” refers to members contributing based on positive paid salary posted during the fiscal year or on an approved leave.

The data reported in **Table 12** indicates that out of the total number of new teachers in 1995, approximately 30% left their teaching assignment after one year. Data also indicates that an additional 10% left their teaching assignment after the second year, 5% after the third year and finally, an additional 3% after the fourth year. Consequently, approximately 49% of the new teachers hired in 1995 were still teaching five years after being hired.

Data also indicates between 1995 and 2003, approximately 70 to 81% of new teachers hired remained in teaching after their first year. After four years, 51 to 61% of all new hires between 1995 and 2000 were still teaching. At the end of nine years, 42.85% of all new hires in 1995 were still teaching. The data does not indicate specific reasons for departure or provide information as to whether individuals taught or served in another capacity within a school or whether they transferred to Duluth, Minneapolis, St. Paul or out-of- state.

The data reported in **Table 13** identifies the number of actual retirements, number of teachers who left the profession as measured by inactive members, not contributing to the retirement association and the number of teachers employed in all Minnesota school districts except in Duluth, Minneapolis, and St. Paul as reported by the Minnesota Teachers Retirement Association between 2000 and 2004.

**Table 13: Minnesota Teachers Employed, Retirements, and Teachers Leaving the Profession, 2000-2004, Reported by Minnesota Teachers Retirement Association**



**Table 13** figures indicate that the number of teacher retirements reported by the Minnesota Teacher Retirement Association declined from 2000 to 2003, but slightly increased in 2004. The data also indicates that the number of teachers reported by the Minnesota Teachers Retirement Association as contributing, thus practicing, was 1,351 less in 2004, than in 2000. Total number of employed licensed teachers is reported by the Minnesota Department of Education

In addition, the number of teachers leaving the profession each year, determined by individuals teaching in a fiscal year and not teaching in the following fiscal year, ranged from 4,319 (8%) to 5,988 (12%), and that 1,035 teachers left teaching between 2001 and 2002. Data related to the number of inactive individuals, thus, not teaching, provided in **Table 13**, does not reflect the reason the individual was inactive, whether the individual would return to their teaching assignment, or name the specific school district in which they had been assigned.

## 11. Summary of Findings

Numerous factors influence the supply and demand of teachers throughout Minnesota. Information regarding individuals who successfully completed teacher preparation programs, teachers who were granted initial licenses, individuals who hold un-expired teaching licenses, and individuals who have or are projected to retire by 2009 was provided throughout this section.

All perceived teacher shortage areas identified by 35% of Minnesota superintendents or administrative designees remained the same from 2001 to 2005. Perceived teacher shortage areas included: Science (all fields), Special Education: Emotional Behavioral Disorders (EBD), Technology (Industrial Arts), English as a Second Language, Mathematics, Agriculture, Special Education: Learning Disabilities (LD), Spanish, Business, and Music (Vocal and Instrumental). However, the degree of difficulty in filling teacher shortage areas identified by Minnesota superintendents or administrative designees listed as most to least critical changed.

Data indicates that there was a 14 to 27% decrease in the number of *un-expired* teaching licenses in all of the identified shortage areas except Special Education: Emotional Behavioral Disorders (EBD) and Special Education: Learning Disabilities (LD). The number of un-expired teaching licenses in LD and EBD increased by 6 and 10% respectively.

There was a 7 to 46% decrease in the number of retirements in Mathematics, Special Education: Learning Disabilities (LD), Science, Agriculture, Business, and Music, but a 15 to 82% increase in the number of retirements in Special Education: Emotional Behavioral Disorders (EBD), Technology, Spanish and English as a Second Language (ESL).

Data indicates that there was a 3 to 151% increase in the number of *initial* licenses granted in Mathematics, Special Education: Learning Disabilities (LD), Science, and Business and a 3 to 17% decrease in the number of initial licenses granted in Special Education: Emotional Behavioral Disorders (EBD), Technology, English as a Second Language, Agriculture, and Music.

The number of teachers granted initial teaching licenses who were prepared in Minnesota institutions of higher education increased by 39%, while there was a 7% decrease in the number of teachers granted initial teaching licenses who were prepared out-of-state. The data also indicates that there was an 18% increase overall in the number of individuals who were granted initial teaching licenses in Minnesota.

The percentage of Minnesota teachers retiring ranged from 3.6% in 2003 to 5.2% in 2000, while the number of Minnesota teachers employed decreased from 58,534 in 2000 to 56,021 in 2004.

More teachers were granted initial licenses than retired in Special Education: Emotional Behavioral Disorders (EBD), Mathematics, Spanish, Special Education: Learning Disabilities (LD), Science, English as a Second Language, Agriculture, and Music, but more teachers retired than were granted initial licenses in Technology and Business.

Approximately 49% of the new teachers hired in 1995 were still teaching five years after being hired. At the end of nine years, 42.85% of all new hires in 1995 were still teaching.

Between 1995 and 2003, approximately 70 to 81% of new teachers hired remained in teaching after their first year.

## Section B: Non-Licensed Minnesota Teacher Data: Special Permissions Granted by the Minnesota Board of Teaching

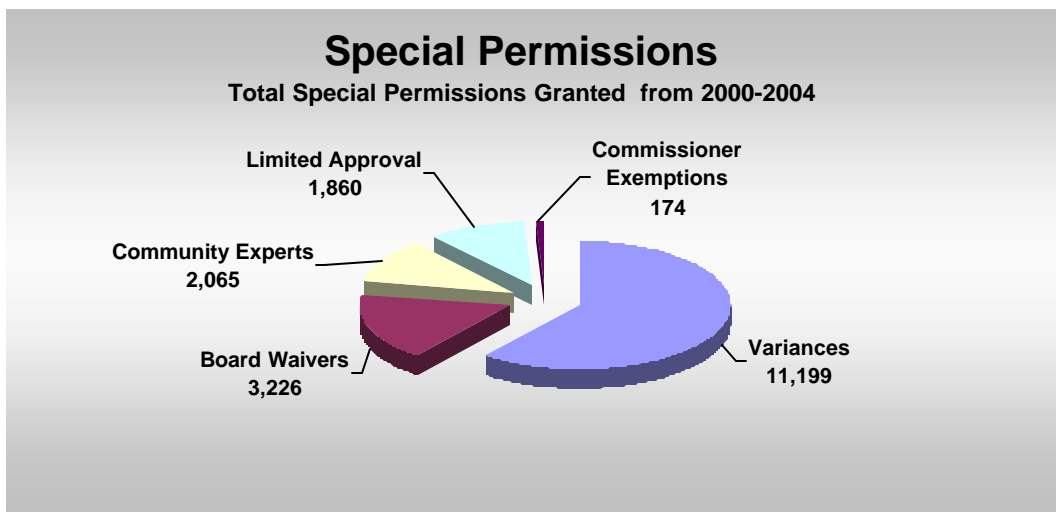
As a result of teacher shortages throughout Minnesota, the Minnesota Board of Teaching may grant special permission to individuals, allowing them to teach in subject content areas for which they may not be fully licensed. Specific information related to the special permissions is provided throughout this section to identify subject content areas in which current teacher shortages exist.

### 1. Special Permissions, All Fields

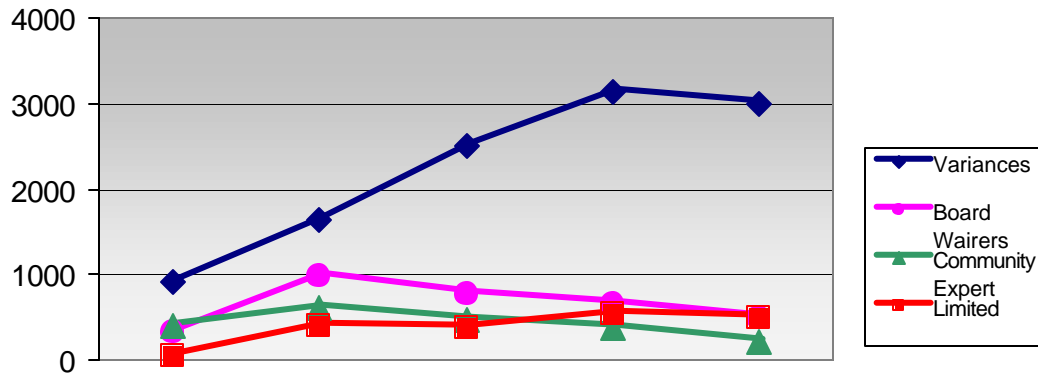
The Minnesota Board of Teaching requires that every teacher be licensed to teach, which requires individuals to possess a bachelor's degree and major in the subject area(s) of assignment, in addition to passing appropriate state licensure exams. When a school district or charter school has attempted, but is unable to hire a fully licensed person for a teaching assignment, the school district or charter school may seek special permission from the Minnesota Board of Teaching. Special permissions include variances, waivers, temporary limited licenses and non-licensed community expert permissions. Each special permission has a time limitation after which the applicant must re-apply or have obtained full licensure. **Table 14** illustrates the total number of special permissions granted from 2000 to 2004, while **Table 15** disaggregates special permissions by type between 2000 and 2004.

Special permission data in **Tables 14 and 15**, provided by the Minnesota Board of Teaching, reflect new accountability measures that were initiated during the 1999-2000 school year, resulting in accurate compliance with licensure rules. In 1999-2000, a discrepancy report was mailed out to school districts and charter schools for the first time since the late 1980's to identify teachers that were not fully licensed in the area for which they were teaching. The discrepancy report produced an increase in the number of permissions due to the monitoring of assignment licensure data.

**Table 14: Special Permissions Granted by the Minnesota Board of Teaching in All Fields, 2000-2004**



**Table 15: Minnesota Board of Teaching Special Permission Trends, 2000-2004, All Fields**

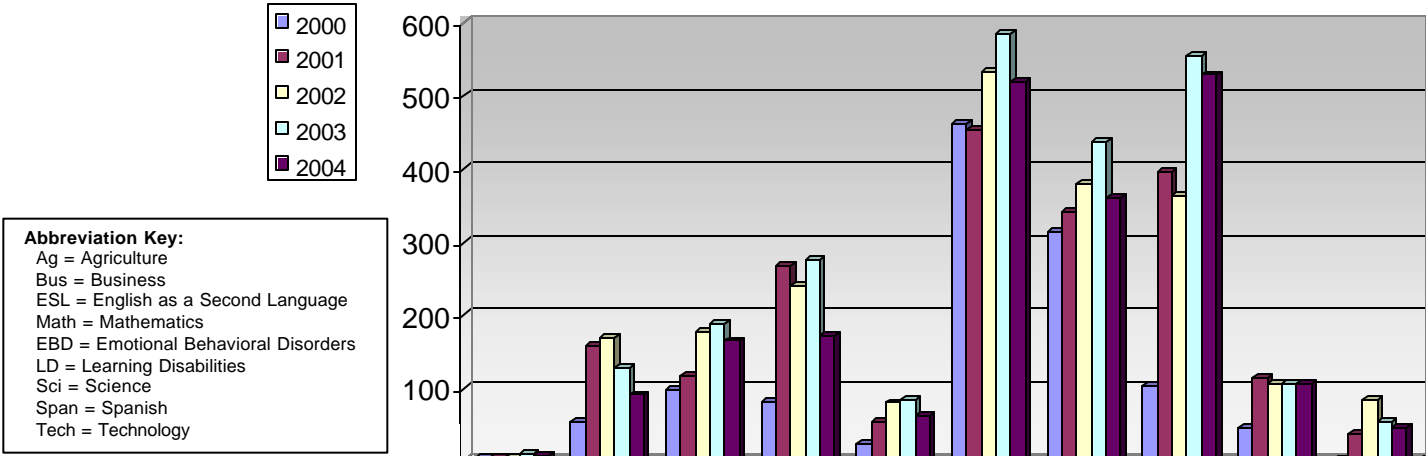


	2000	2001	2002	2003	2004	Percent of Change From 2000-2004	Percent of Change From 2001-2004
Personnel Variances	919	1,637	2,512	3,133	2,998	+226%	+83%
Board Waivers	331	981	777	657	480	+45%	-51%
Community Expert	392	619	477	368	209	-46%	-66%
Limited License	47	399	374	548	492	+946%	+23%

**Tables 14 and 15** indicate that the percentage of variances, board waivers, and temporary limited license permissions granted in all fields increased between 45 and 946%, while the number of community expert permissions decreased by 46% from 2000 to 2004. Data analyzed for years 2001-2004 indicates that the number of temporary limited license and personnel variance permissions increased by 23 and 83% respectively, while the number of board waivers and community expert permissions decreased by 51 and 66%.

**Table 16** illustrates the number of special permissions granted by the Minnesota Board of Teaching disaggregated by type of special permission granted in the identified shortage areas by year, between 2000 and 2004.

**Table 16: Special Permissions Granted by the Minnesota Board of Teaching in Identified Shortage Areas 2000-2004**



**Abbreviation Key:**  
 Ag = Agriculture  
 Bus = Business  
 ESL = English as a Second Language  
 Math = Mathematics  
 EBD = Emotional Behavioral Disorders  
 LD = Learning Disabilities  
 Sci = Science  
 Span = Spanish  
 Tech = Technology

	Ag	Bus	ESL	Math	Mus	EBD	LD	Sci	Span	Tech
Total Special Permissions 2000	4	55	97	82	24	461	313	103	45	38
Total Special Permissions 2001	6	158	133	268	54	454	342	396	114	87
Total Special Permissions 2002	5	173	158	240	80	532	380	364	105	121
Total Special Permissions 2003	9	191	184	275	83	584	438	556	105	105
Total Special Permissions 2004	8	164	164	171	61	520	360	529	107	122
Percent of Change From 2000-2004	+100%	+198%	+69%	+108%	+154%	+12%	+15%	+413%	+137%	+221%
Percent of Change From 2001-2004	+33%	+3%	+23%	-36%	+12%	+14%	+5%	+33%	-6%	+40%
*2001 was the first year a school district was held accountable to report licensing discrepancies.										
Percent of Change From 2000-2001	+50%	+187%	+37%	+226%	+125%	-1%	+9%	+284%	+153%	+128%
Percent of Change From 2001-2002	-16%	+9%	+18%	-10%	+48%	+17%	+11%	-8%	-7%	+39%
Percent of Change From 2002-2003	+80%	+10%	+16%	+14%	+3%	+9%	+15%	+52%	0	-13%
Percent of Change From 2003-2004	-11%	-14%	-10%	-37%	-26%	-10%	-17%	-4%	+1%	+16%
EBD and LD numbers reflect a specialized analysis of special permission data including provisional licenses, which are no longer issued.										

Data presented in **Table 16** indicates that the number of special permissions granted by the Minnesota Board of Teaching in Agriculture, Business, English as a Second Language, Mathematics, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, Spanish, and Technology increased between 12 and 413% from 2000 to 2004. Data analyzed for years 2001 to 2004 indicates that the number of special permissions granted in Agriculture, Business, English as a Second Language, Music, EBD, LD, Science and Technology increased between 3 and 40%, while the number of permissions granted in Spanish and Mathematics decreased by 6 and 36% respectively.



## **2. Additional Special Permissions**

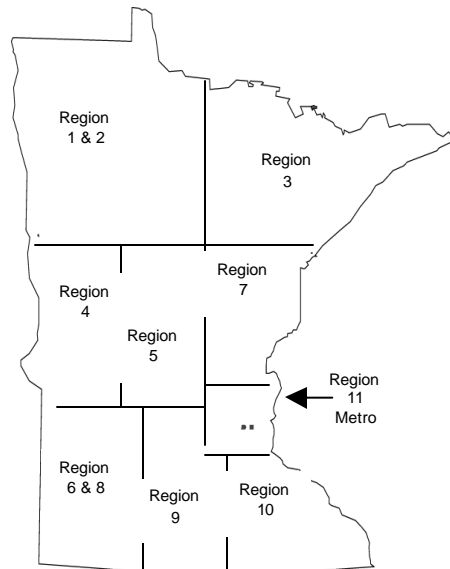
Perceived shortage areas identified by participating superintendents or administrative designees correlated with the number of special permissions requested and granted by the Minnesota Board of Teaching. In addition to the shortage areas identified by Minnesota superintendents or administrative designees, confirmed as significant through the Minnesota Board of Teaching, there were 407 special permissions granted in Elementary Education, 461 in Health and Physical Education, 479 in Social Studies, and 670 in Communication Arts and Literature between 2000 and 2004.

Special permissions granted in Elementary Education could be attributed to individuals employed in an immersion or charter school who have a license in another subject content area or to individuals who hold an Elementary Education license, but requested permission to teach Kindergarten. Permissions granted in Health and Physical Education were generally granted to individuals who were licensed to teach other subject content areas, but were asked to teach additional courses in Health and Physical Education, most frequently in small, rural districts. Social Studies permissions were most often requested when an individual was licensed in Social Studies, but was requesting to expand their grade scope from 7-12 to 5-12. Finally, the majority of special permissions granted in Communication Arts and Literature were a result of rule changes made to licensing requirements. The new Communication Arts and Literature license enables a teacher to teach English, speech and writing, where the old license did not.

### 3. Total Special Permissions Granted in Science by Region

In 2005, 51% of the Minnesota superintendents or administrative designees participating in the 2005 Supply and Demand Data Survey identified science as the most critical shortage area. Data concerning special permissions granted by the Minnesota Board of Teaching between 2000 and 2004 in science are disaggregated by type of permission and region of the state in **Table 17**.

**Table 9** identifies the location of each of the regions. **Appendix B** contains the name of school districts and charter schools located in each region.



**Table 9: Minnesota Regions**

**Table 17: Science Permissions Granted 2000-2004**

#### Personnel Variance

Science	2000	2001	2002	2003	2004	Total
<b>Total Personnel Variances</b>	62	189	237	448	480	1,416
Total Personnel Variances Granted by Region						
1 & 2	7	21	21	45	41	135
3	3	17	23	44	46	133
4	4	15	21	35	21	96
5	2	10	10	11	21	54
6 & 8	10	27	28	51	65	181
7	5	15	25	36	26	107
9	12	15	21	46	42	136
10	3	29	33	47	59	171
11 Metro	16	40	55	133	159	403

#### Temporary Limited License

Science	2000	2001	2002	2003	2004	Total
<b>Total Temporary Limited Licenses</b>	3	45	48	51	44	191
Total Temporary Limited Licenses Granted by Region						
1 & 2	0	2	1	3	1	7
3	0	1	0	4	4	9
4	0	1	0	0	1	2
5	0	1	0	0	3	4
6 & 8	0	1	2	4	3	10
7	1	0	2	3	5	11
9	0	0	1	0	0	1
10	1	3	8	4	4	20
11 Metro	1	36	34	33	23	127

#### Board Waiver

Science	2000	2001	2002	2003	2004	Total
<b>Total Board Waivers</b>	19	142	62	33	1	257
Total Board Waivers Granted by Region						
1 & 2	2	3	2	2	0	9
3	3	0	0	0	0	3
4	0	6	4	0	0	10
5	0	1	1	0	0	2
6 & 8	2	8	1	1	0	12
7	0	0	0	0	0	0
9	0	8	0	0	0	8
10	4	7	4	2	0	17
11 Metro	8	109	50	28	1	196

#### Non-licensed Community Expert

Science	2000	2001	2002	2003	2004	Total
<b>Total Non-licensed Community Expert</b>	19	20	17	24	3	83
Total Non-licensed Community Experts Granted by Region						
1 & 2	1	1	3	0	0	5
3	1	0	1	4	0	6
4	2	1	1	0	0	4
5	1	1	0	0	0	2
6 & 8	3	0	0	0	0	3
7	2	2	0	0	0	4
9	3	1	0	0	0	4
10	2	2	0	3	1	8
11 Metro	4	12	12	17	2	47

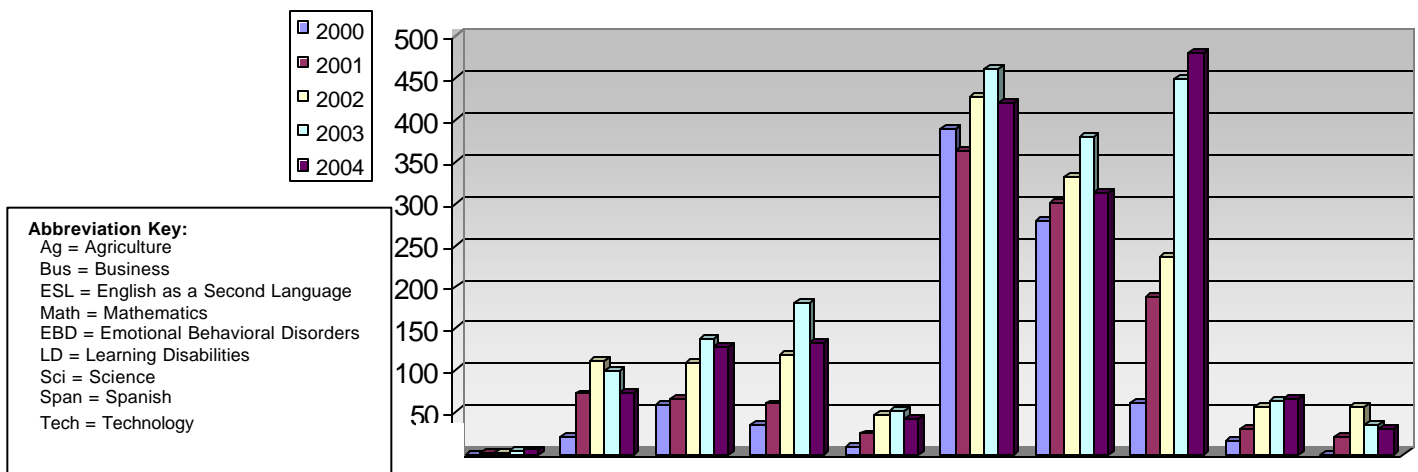
Data presented in **Table 17** indicates that the number of personnel variances and temporary limited licenses granted by the Minnesota Board of Teaching in science increased, while the number of board waivers and non-licensed community expert permissions decreased.

Data also indicates that special permissions are not more prevalent in one area of the state, but were requested throughout Minnesota with the largest number of requests in Region 11.

#### 4. Personnel Variances

A **personnel variance** is special permission granted for fully licensed teachers to serve in positions for which they are not licensed. To assign a licensed classroom teacher “out-of-field” or “out-of-grade level,” the school district or charter school must apply for a personnel variance to the Minnesota Board of Teaching. Personnel variances may be granted to the school district or charter school for an individual for no more than three years. The personnel variance special permission was created with the intent that within three years, a licensed teacher would have the time to become fully licensed in that content area. **Table 18** indicates personnel variances granted in identified shortage areas between 2000 and 2004. **Appendix I** contains a listing of personnel variances granted in all licensure areas.

**Table 18: Personnel Variances Granted by the Minnesota Board of Teaching in Identified Shortage Areas, 2000-2004**



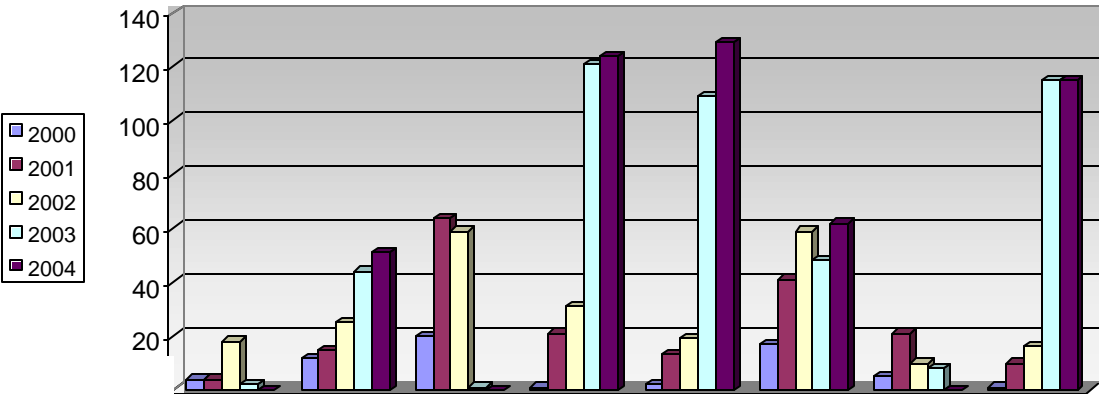
	Ag	Bus	ESL	Math	Mus	EBD	LD	Sci	Span	Tech
Personnel Variances 2000	0	21	58	36	8	389	279	62	15	14
Personnel Variances 2001	1	72	65	60	24	363	301	189	30	33
Personnel Variances 2002	2	114	109	118	47	428	332	237	56	71
Personnel Variances 2003	4	156	138	181	52	461	379	448	63	61
Personnel Variances 2004	5	143	128	133	42	421	312	481	66	82
<b>Total Personnel Variances 2000-2004</b>	<b>12</b>	<b>506</b>	<b>498</b>	<b>528</b>	<b>173</b>	<b>2,062</b>	<b>1,603</b>	<b>1,417</b>	<b>230</b>	<b>261</b>
Percentage of Change from 2000-2004	-	+580%	+120%	+269%	+425%	+8%	+11%	+675%	+340%	+485%
Percentage of Change from 2001-2004	+400%	+98%	+96%	+121%	+75%	+15%	+3%	+154%	+120%	+148%
*2001 was the first year a school district was held accountable to report licensing discrepancies.										
Percent of Change From 2000-2001	0	+242%	+12%	+66%	+200%	-6%	+7%	+204%	+100%	+135%
Percent of Change From 2001-2002	+100%	+58%	+67%	+96%	+95%	+17%	+10%	+25%	+86%	+115%
Percent of Change From 2002-2003	+100%	+36%	+26%	+53%	+10%	+7%	+14%	+89%	+12%	-14%
Percent of Change From 2003-2004	+25%	-8%	-7%	-26%	-19%	-8%	-17%	+7%	+4%	+34%

EBD and LD numbers reflect a specialized analysis of special permission data including provisional licenses, which are no longer issued.

Data presented in **Table 18** indicates that the number of personnel variances granted by the Minnesota Board of Teaching in Business, English as a Second Language, Mathematics, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, Spanish, and Technology increased between 8 and 675% from 2000 to 2004. Data analyzed for years 2001 to 2004 indicates that the number of personnel variances granted in each of the identified shortage areas increased by 3 to 400%.

For clarification in the science area, **Table 19** identifies the number of personnel variances granted in Science, disaggregated by specific science license areas, between 2000 and 2004.

**Table 19: Personnel Variances Granted in Science by the Minnesota Board of Teaching in Specific Science License Areas, 2000-2004**



	Science All	Life Science	Physical Science	Chemistry	Physics	Earth & Space	Science 5-9	Science 5-8	Total Variances In Science
Science Personnel Variances 2000	4	12	20	1	2	17	5	1	62
Science Personnel Variances 2001	4	15	64	21	13	41	21	10	189
Science Personnel Variances 2002	18	25	59	31	19	59	10	16	237
Science Personnel Variances 2003	2	44	1	121	109	48	8	115	448
Science Personnel Variances 2004	0	51	0	124	129	62	0	115	481
<b>Total Personnel Variances 2000-2004</b>	<b>28</b>	<b>147</b>	<b>144</b>	<b>298</b>	<b>272</b>	<b>227</b>	<b>44</b>	<b>257</b>	<b>1,417</b>
Percentage of Change from 2000-2004	-100%	+325%	-100%	+12,300%	+6,350%	+264%	-100%	+11,400%	
Percentage of Change from 2001-2004	-100%	+240%	-100%	+490%	+892%	+51%	-100%	+1,050%	
*2001 was the first year a school district was held accountable to report licensing discrepancies.									
Percent of Change From 2000-2001	0	+25%	+220%	+200%	+550%	+141%	+320%	+900%	
Percent of Change From 2001-2002	+350%	+66%	-7%	+47%	+46%	+43%	-52%	+60%	
Percent of Change From 2002-2003	-88%	+76%	-98%	+290%	+473%	-18%	-20%	+618%	
Percent of Change From 2003-2004	-100%	+15%	-100%	+2%	+18%	+29%	-100%	0	

Data presented in **Table 19** indicates that the number of personnel variances granted in Life Science, Chemistry, Physics, Earth and Space, and Science 5-8 increased between 325 and 12,300% from 2000 to 2004, while personnel variances granted in Science All, Physical Science and Science 5-9 decreased by 100%. Data analyzed for years 2001 to 2004 indicates that personnel variances granted in Life Science, Chemistry, Physics, Earth and Space, and Science 5-8 increased by 51 to 1050%, while personnel variances granted in Science All, Physical Science and Science 5-9 decreased by 100%.

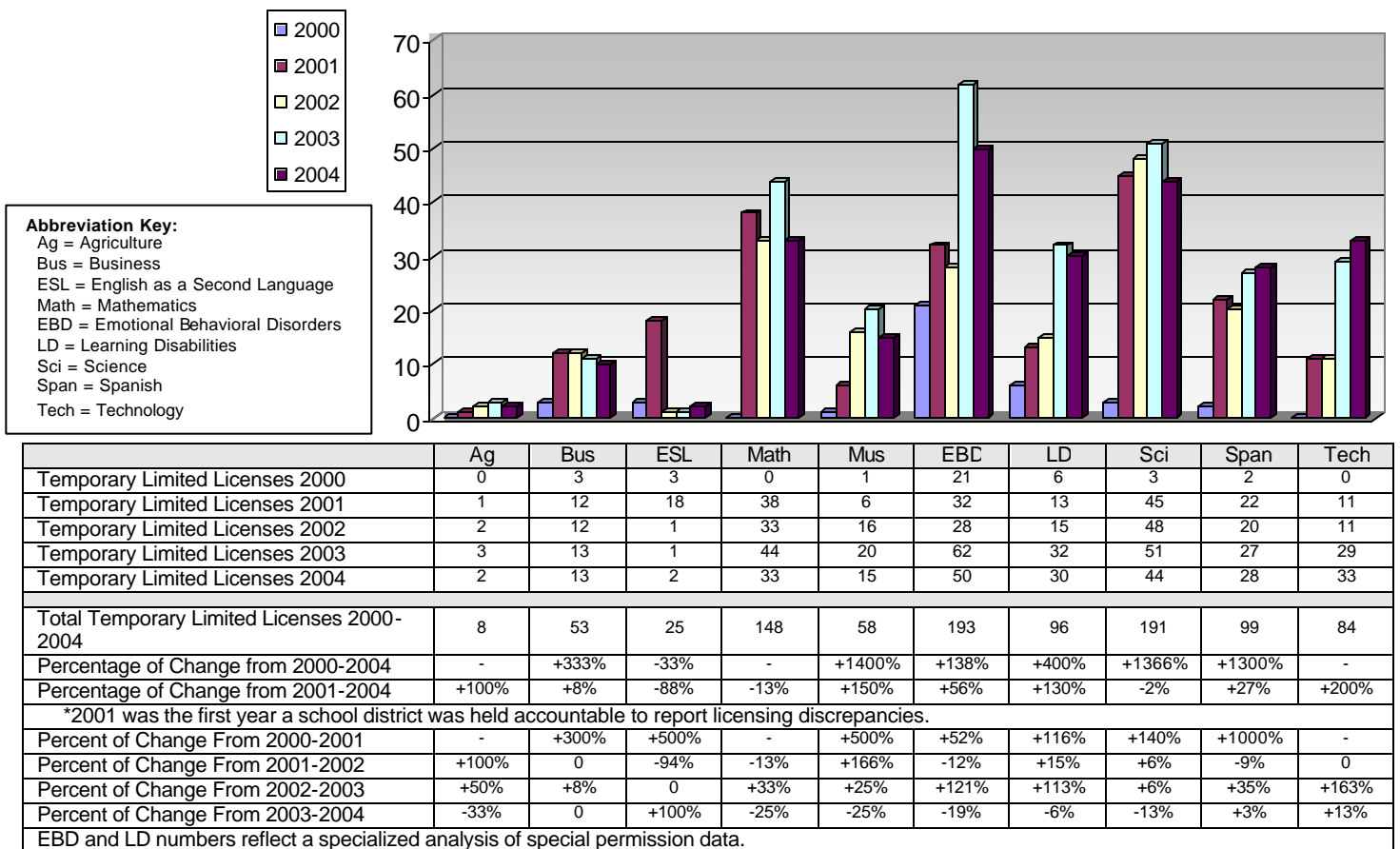
## 5. Temporary Limited Licenses

A **temporary limited license** is a special permission granted to an individual who is not fully licensed when the school superintendent or administrative designee has indicated that no acceptable fully licensed teacher is available for the assignment. According to the Minnesota Board of Teaching, the individual must possess at least a bachelor's degree with a major or minor in the field of a full-time or part-time assignment. Temporary limited licenses are valid for one school year and may be renewed for up to three school years.

**Table 20** illustrates temporary limited licenses granted in identified shortage areas.

**Appendix J** contains a listing of temporary limited licenses granted in all licensure areas.

**Table 20: Temporary Limited Licenses Granted by the Minnesota Board of Teaching in Identified Shortage Areas, 2000-2004**

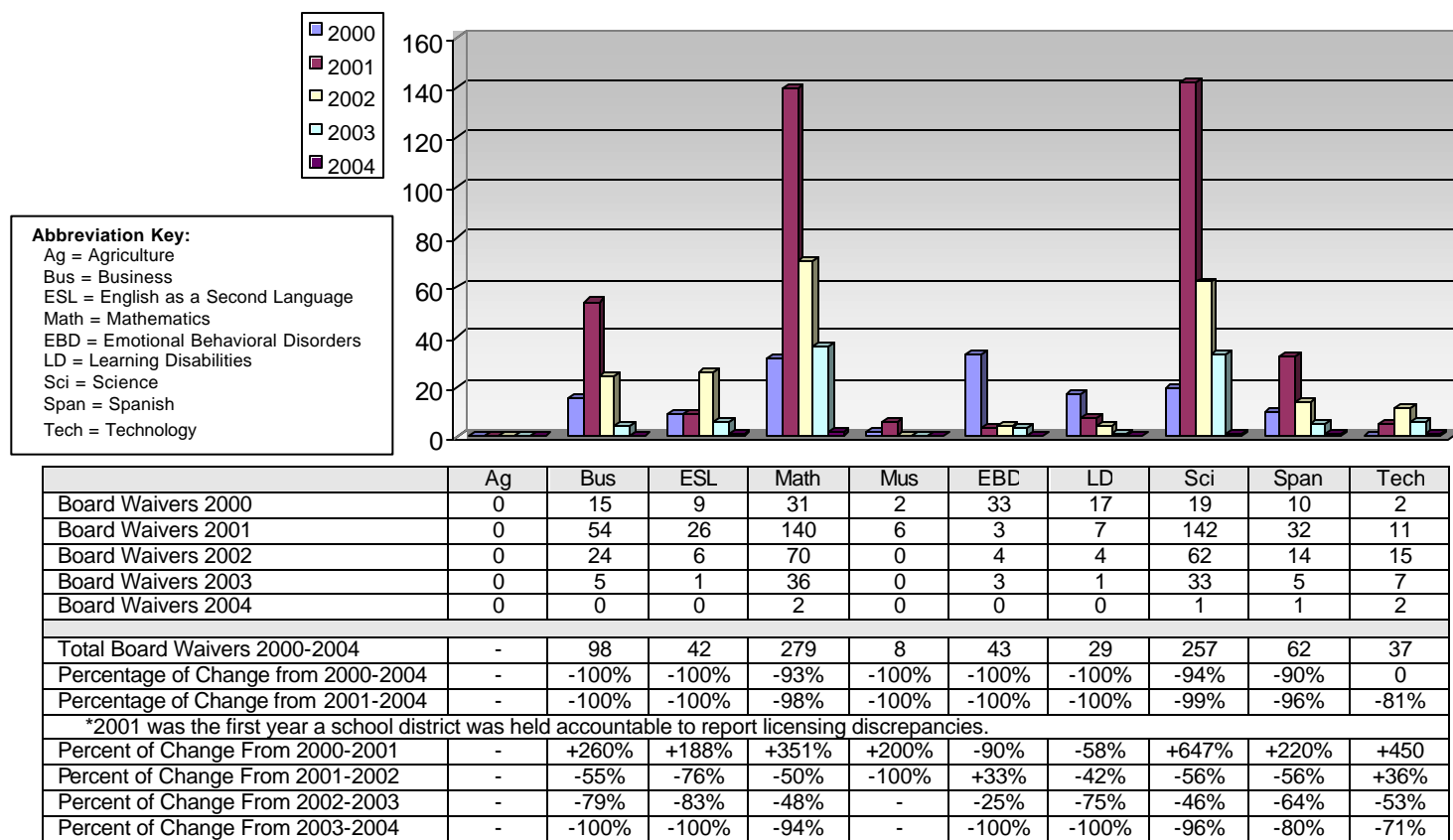


Data presented in **Table 20** indicates that the number of temporary limited licenses granted by the Minnesota Board of Teaching in Business, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, and Spanish increased between 138 and 1400% from 2000 to 2004, while English and a Second Language decreased by 33%. Data analyzed for years 2001 to 2004 indicates that the number of temporary limited licenses granted in Agriculture, Business, Music, EBD, LD, Spanish and Technology increased by 8 to 200%, while the number granted in English as a Second Language, Mathematics and Science decreased by 2 to 88%.

## 6. Board Waivers

A **board waiver** is a special permission granted by the Minnesota Board of Teaching for one or more licensed individuals to teach out of their area(s) of licensure to accommodate experimental (innovative) programs by delivering content in a unique way or for purposes of implementing a state approved alternative program. The board waiver may also be used for an assignment for which there is no appropriate licensure. A board waiver request can only be granted for one school year. **Table 21** illustrates the number of board waivers granted in identified shortage areas. **Appendix K** contains a listing of the total number of board waivers granted in all licensure areas.

**Table 21: Board Waivers Granted by the Minnesota Board of Teaching in Identified Shortage Areas, 2000-2004**

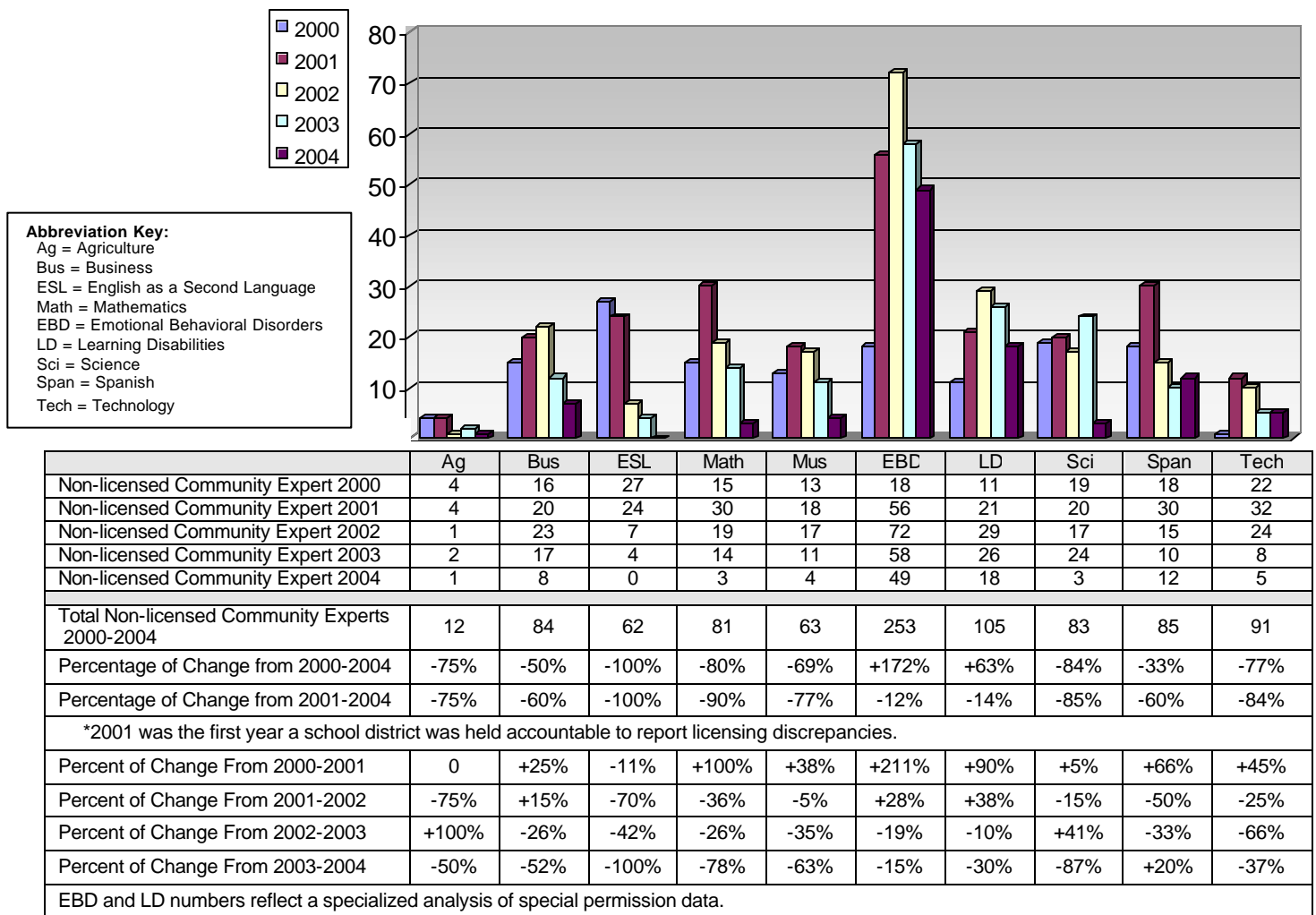


Data presented in **Table 21** indicates that the number of board waivers granted by the Minnesota Board of Teaching in Business, English as a Second Language, Mathematics, Music, Special Education: Emotional Behavioral Disorders (EBD), Special Education: Learning Disabilities (LD), Science, and Spanish decreased by 90 to 100% between 2000 to 2004. Data analyzed for years 2001 to 2004 indicates that the number of board waivers granted decreased in all of the identified shortage areas by 81 to 100%.

## 7. Non-licensed Community Experts

A **non-licensed community expert** status is a special permission granted to allow a school district to hire an individual who is not a licensed teacher, but has a specific area of expertise that is related to the teaching assignment. This category includes some individuals who have completed their preparation programs but are granted 60 – 90 or more days to cover paperwork delays. These individuals eventually become fully licensed during the school year. The number of non-licensed community expert permissions granted is illustrated in the identified shortage areas in **Table 22. Appendix L** contains a listing of total non-licensed community experts permissions granted in all licensure areas.

**Table 22: Non-licensed Community Expert Permissions  
Granted by the Minnesota Board of Teaching in Identified Shortage Areas,  
2000-2004**



Data presented in **Table 22** indicates that the number of non-licensed community expert special permissions granted by the Minnesota Board of Teaching in Agriculture, Business, English as a Second Language, Mathematics, Music, Science, Spanish, and Technology

decreased by 33 to 100% between 2000 to 2004, while Special Education: Emotional Behavioral Disorders (EBD), and Special Education: Learning Disabilities (LD) increased by 172 and 63% respectively. Data analyzed for years 2001-2004 indicates that the number of non-licensed community expert special permissions granted decreased in all of the identified shortage areas by 12 to 100%.

## **8. Commissioner Exemption**

The Commissioner of Education may grant a **commissioner exemption** from licensure requirements in the hiring of teachers of English as a Second Language or Bilingual Education teachers to a district if compliance would impose a hardship upon the district in the securing of teachers for its educational programs for limited English proficient students. One hundred and seventy-four Commissioners Exemptions have been granted between 2002 and 2004, 109 (63%) in English as a Second Language and 65 (37%) in Bilingual/Bicultural Education.

## **9. Summary of Findings**

As indicated from the Supply and Demand Survey and the number of special permissions granted, numerous teacher shortage areas exist throughout Minnesota.

Special permission data provided by the Minnesota Board of Teaching in this section reflect new accountability measures that were initiated during the 1999-2000 school year, which became effective in 2001-2002. The increased accountability measures produced an increase in the number of special permissions granted, resulting in more accurate compliance with licensure rules.

The total number of temporary limited license and personnel variance permissions increased by 23 and 83% respectively, while the number of board waivers and community expert permissions decreased between 51 and 66% from 2001 to 2004.

The number of personnel variances granted in each of the identified shortage areas increased between 3 and 400% between 2001 and 2004, while the number of variances granted in Life Science, Chemistry, Physics, Earth and Space, and Science 5-8 increased between 51 and 1,050%.

The number of temporary limited licenses granted in Agriculture, Business, Music, EBD, LD, Spanish and Technology increased by 8 to 200%, while the number granted in ESL, Mathematics and Science decreased by 2 to 88%.

The number of board waivers decreased in all of the identified shortage areas between 81 to 100%, while the number of non-licensed community expert permissions granted decreased between 12 and 100% from 2001 to 2004.

The number of non-licensed community expert special permissions granted decreased in all of the identified shortage areas by 12 to 100%.



## Section C: Substitute Teacher Shortage

Eighty percent of the Minnesota superintendents or administrative designees who completed the 2001 Supply and Demand Survey indicated they experienced and anticipated difficulties recruiting an adequate pool of substitute teachers.

Since 2001, the Minnesota Board of Teaching, allowing for more flexibility, made two major licensing modifications to licensing requirements to assist with recruiting and hiring substitutes. The first modification extended the period of time a limited short call substitute license could be issued and the second modification changed the field and grade level restrictions.

**Table 23** identifies the modifications made and results from the 2005 Supply and Demand Survey as reported by 170 of 481 (35%) Minnesota superintendents or administrative designees.

**Table 23: Modifications in Licensing Requirements for Substitute Teachers**

Modification in Licensing Requirements for Substitute Teachers	
Modification	Results
<p><b>Period of Time</b></p> <p>The period of time a limited short call substitute license to be issued was extended from one to two years.</p>	<p><b>Survey Results:</b></p> <p><b>84% of Minnesota superintendents or administrative designees</b> completing the survey indicated this change was <b>helpful to extremely helpful</b> in hiring substitute teachers.</p>
<p><b>Subject and Grade Level</b></p> <p>Individuals granted short call substitute teacher license were no longer restricted to specific fields, but were allowed to substitute in all subjects at all grade levels.</p>	<p><b>Survey Results:</b></p> <p><b>93% of Minnesota superintendents or administrative designees</b> completing the survey indicated this change was <b>helpful to extremely helpful</b> in hiring substitute teachers.</p>

Data provided in **Table 23** indicates that 84% and 93% of Minnesota superintendents or administrative designees respectively who completed the survey felt that extending the period of time a license was issued and changing the subject and grade level restrictions were helpful in hiring substitute teachers.

**Perceived Supply of Substitute Teachers**

**Table 24** describes the overall supply of substitute teachers as reported by 170 of 481 (35%) Minnesota superintendents or administrative designees as measured by difficulty securing substitute teachers and anticipated difficulties for the 2005-2006 school year.

**Table 24: Supply of Substitute Teachers**

Supply of Substitute Teacher		
2001 Survey Results	2005 Survey Results	
	2003-04	2005-06
80% Experienced and Anticipated Difficulty	8% Extreme Shortage	5% Severe Difficulty
	53% Slight Shortage	8% Moderate Difficulty
	34% No Shortage	18% Difficulty
	5% Slight Oversupply	46% Slight Difficulty
	0 Extreme Oversupply	23% No Difficulty

Survey results indicated that 8% of the superintendents or administrative designees reporting experienced an extreme shortage of substitutes during the 2003-2004 school year, while 53% and 34% experienced a slight or no shortage respectively in the supply of substitute teachers. Five percent to forty-six percent of the superintendents or administrative designees reporting anticipated some level of difficulty in securing an adequate number of substitute teachers for the 2005-2006 school year, while 23% did not anticipate any difficulty.

**Appendix M** contains additional comments from school districts and charter schools relating to availability of substitute teachers.

**Summary of Findings**

Data collected from 170 of 481 (35%) Minnesota superintendents or administrative designees indicates that while school districts and charter schools may experience a shortage of substitute teachers, changes made to licensing rules were helpful in recruiting and hiring substitute teachers.

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## Appendix A

### TEACHER SUPPLY AND DEMAND - DATA SURVEY

Dear Superintendent or Human Resource Coordinator:

Can you help the Minnesota Department of Education collect important data for reporting to the legislature? Minnesota Statute 127A.05, subd. 6 requires the Commissioner of the Department of Education to collect data and comments from local districts to determine the extent of the teacher shortages across Minnesota school districts.

MN Statute 127A.05 Subdivision 6

Subd. 6. Survey of districts. The commissioner of education shall survey the state's school districts and teacher preparation programs and report to the education committees of the legislature by January 15 of each odd-numbered year on the status of teacher early retirement patterns, the teacher shortage, and the substitute teacher shortage, including patterns and shortages in subject areas and regions of the state. The report must also include how districts are making progress in hiring teachers and substitutes in the areas of shortage and a five-year projection of teacher demand for each district.

The survey was developed to collect data to describe current patterns faced when hiring teachers, and builds upon data, which districts provided in responding to the 2001 Survey.

Questions 1-2 Collects demographic data

Questions 3-12 Focus on areas of teacher shortage reported in 2001

Questions 15-24 Focus on anticipated teacher shortages

Questions 28-33 Focus on supply and demand of substitute teachers

We are requesting your cooperation in completing the "2005 Teacher Supply and Demand - Data Survey" to provide information that will be used by the policymakers in the state of Minnesota.

Your cooperation is urgently requested. Please designate a staff member to respond on behalf of your district, as soon as possible. Feel free to consult with your human resources office, staff, school board or others as appropriate. We are asking you to complete and submit the survey on or before February 4, 2005.

If you have questions concerning the survey, please call Jan Kellner at 651-582-8383 or by e-mail at [jan.kellner@state.mn.us](mailto:jan.kellner@state.mn.us) .

Dr. Mary Ann Nelson  
Assistant Commissioner, Minnesota Department of Education  
Dr. Daniel Bittman  
Director, Educator Licensing and Teacher Quality

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## TEACHER SUPPLY AND DEMAND - DATA SURVEY

1.

<b>District Information</b>	
District Name	<input type="text"/>
District Number	<input type="text"/>
Person Completing Survey - First Name	<input type="text"/>
Last Name	<input type="text"/>
Title of Person Completing Survey	<input type="text"/>
Telephone Number	<input type="text"/>
Email Address	<input type="text"/>

2.

<b>Region of the State</b>	
<input type="radio"/>	Region 1 & 2 - Northwest Service Coop
<input type="radio"/>	Region 3 - Northeast Service Coop
<input type="radio"/>	Region 4 - Lakes Country Service Coop
<input type="radio"/>	Region 5 - North Central Service Coop
<input type="radio"/>	Region 6 & 8 - Southwest/West Central Service Coop
<input type="radio"/>	Region 7 - Resource Training & Solutions
<input type="radio"/>	Region 9 - South Central Service Coop
<input type="radio"/>	Region 10 - Southeast Service Coop
<input type="radio"/>	Region 11 - Metro ECSU

### **TEACHER SHORTAGE - Questions #3-12**

Based on the 2001 state survey, districts indicated they experienced the greatest difficulty in filling open positions in the following fields. For each field, please indicate how many positions were not filled with a fully licensed teacher last year (2003-04).

3.

Agriculture Education

4.

Business Education

5.

English as a Second Language Education

6.

Mathematics Education

7.

Music Education

8.

Science Education (any field)

9.

Special Education: Emotional Behavioral Disorders

10.

Special Education: Learning Disabilities

11.

Spanish Education

12.

Technology Education (Industrial Arts)

13.

Please list any other fields and the number of positions in each field for which you had openings in the 2003-04 year that were not filled by a fully licensed teacher. (If none, enter NA)

14.

For any position(s) that was/were vacant for an extended period of time, please indicate the fields and time period vacant. (If none, enter NA)

**ANTICIPATED TEACHER SHORTAGE –  
Questions #15-24**

For the same fields in numbers 3-12, how difficult do you think it will be to fill an open position over the next five years?

15.

Agricultural Education

16.

Business Education

17.

English as a Second Language Education

18.

Mathematics Education

19.

Music Education

20.

Science Education (any field)

21.

Special Education: Emotional Behavioral Disorders

22.

Special Education: Learning Disabilities

23.

Spanish Education

24.

Technology Education (Industrial Arts)

25.

Based on your district's 2003-04 hiring practices and success, list teaching fields in which you experienced a surplus of licensed applicants. (If none, enter NA)

26.

Please list any other fields that were not identified in this survey that may be difficult to fill in the next five years. (If none, enter NA)

27.

Additional Comments:



## SUBSTITUTE TEACHERS

In the 2001 survey, districts reported a shortage in the number of qualified substitute teachers. Since then, licensing requirements for substitute teachers were modified. Please respond to how helpful the following changes were in helping with the supply of substitute teachers last year (2003-04).

28.

The license for limited short call substitute teachers was previously issued for a one-year period. Now the limited license for short call substitute teachers is issued for two years rather than just one. This change was

No help	Little help	Helpful	Very helpful	Extremely helpful
1	2	3	4	5

29.

Previously, short call substitute teacher licenses limited teachers to substituting in the specific fields listed on the license. Now, the license permits a short call substitute teacher to substitute at all grade levels and in all subjects. This change was

No help	Little help	Helpful	Very helpful	Extremely helpful
1	2	3	4	5

30.

For the 2003-04 hiring year, please rate your district's experience in securing substitute teachers. The overall supply of substitute teachers was

Extreme shortage	Slight shortage	No shortage	Slight oversupply	Extreme oversupply
1	2	3	4	5

31.

Please list the most effective strategy your district employed to secure licensed substitute teachers. (If none, enter NA)

32.

For the upcoming year 2005-06, to what degree do you anticipate any difficulty in securing an adequate number of substitute teachers?

No difficulty	Slight difficulty	Difficulty	Moderate difficulty	Severe difficulty
1	2	3	4	5

33.

Additional comments relating to availability of substitute teachers:



## Appendix B

### School Districts and Charter Schools by Minnesota Regions

#### Region 1 and 2

31 Bemidji  
32 Blackduck  
36 Kelliher  
38 Red Lake  
162 Bagley  
306 Laporte  
308 Nevis  
309 Park Rapids  
356 Lancaster  
363 South Koochiching  
382 Northwest Region Inter-district Council  
390 Lake Of The Woods  
432 Mahnommen  
435 Waubun  
441 Marshall County Central Schools  
447 Grygla  
561 Goodridge  
564 Thief River Falls  
592 Climax  
593 Crookston  
595 East Grand Forks  
599 Fertile-Beltrami  
600 Fisher  
601 Fosston  
627 Oklee  
628 Plummer  
630 Red Lake Falls  
676 Badger  
682 Roseau  
690 Warroad  
985 Pine To Prairie Cooperative Center  
997 Area Special Education Cooperative  
998 Bemidji Regional Inter-district Council  
2171 Kittson Central  
2176 Warren-Alvarado-Oslo  
2215 Norman County East  
2311 Clearbrook-Gonvick  
2358 Tri-County  
2527 Norman County West  
2609 Win-E-Mac  
2683 Greenbush-Middle River  
2854 Ada-Borup  
2856 Stephen-Argyle Central Schools  
4058 Schoolcraft Learning Community Charter  
4106 Treknorth High School  
6020 Border Region Ed District

#### Region 3

1 Aitkin  
2 Hill City  
4 Mcgregor  
91 Barnum  
93 Carlton  
94 Cloquet  
95 Cromwell-Wright  
97 Moose Lake  
99 Esko  
100 Wrenshall  
166 Cook County  
316 Greenway  
317 Deer River  
318 Grand Rapids  
319 Nashwauk-Keewatin  
361 International Falls  
362 Littlefork-Big Falls  
381 Lake Superior  
695 Chisholm  
696 Ely  
698 Floodwood  
700 Hermantown  
701 Hibbing  
704 Proctor  
706 Virginia  
707 Nett Lake  
709 Duluth  
712 Mountain Iron-Buhl  
927 Region 3 – Northeast Service Cooperative  
2142 St. Louis County  
2154 Eveleth-Gilbert  
2711 Mesabi East  
4020 Edison Charter School  
4046 Lake Superior High School  
4084 North Shore Community School  
4085 Harbor City International Charter  
4100 Great Expectations  
6076 Northland Learning Center

## School Districts and Charter Schools by Minnesota Regions

### Region 4

22 Detroit Lakes  
23 Frazee-Vergas  
25 Pine Point  
146 Barnesville  
150 Hawley  
152 Moorhead  
206 Alexandria  
207 Brandon  
208 Evansville  
213 Osakis  
261 Ashby  
264 Herman-Norcross  
397 Lake Agassiz Special Education Cooperative  
398 Midwest Special Education Cooperative  
542 Battle Lake  
544 Fergus Falls  
545 Henning  
547 Parkers Prairie  
548 Pelican Rapids  
549 Perham  
550 Underwood  
553 New York Mills  
611 Cyrus  
768 Hancock  
769 Morris  
771 Chokio-Alberta  
801 Browns Valley  
803 Wheaton Area School  
846 Breckenridge  
850 Rothsay  
852 Campbell-Tintah  
914 Ulen-Hitterdal  
926 Region 4-Lakes Country Service Cooperative  
935 Fergus Falls Area Special Education Cooperative  
2149 Minnewaska  
2164 Dilworth-Glyndon-Felton  
2342 West Central Area  
2889 Lake Park Audubon District  
4045 Lakes Area Charter School  
6014 Runestone Area Education District

### Region 5

113 Walker-Hackensack-Akeley  
115 Cass Lake-Bena Schools  
116 Pillager  
118 Northland Community Schools  
181 Brainerd  
182 Crosby-Ironton  
186 Pequot Lakes  
482 Little Falls  
484 Pierz  
485 Royalton  
486 Swanville  
487 Upsala  
786 Bertha-Hewitt  
787 Browerville  
818 Verndale  
820 Sebeka  
821 Menahga  
924 Region 5-North Central Service Cooperative  
2155 Wadena-Deer Creek  
2170 Staples-Motley  
2174 Pine River-Backus  
2753 Long Prairie-Grey Eagle  
2759 Eagle Valley Public Schools  
4012 Emily Charter School  
4059 Crosslake Community Charter School  
4080 Pillager Area Charter School  
6004 Freshwater Education District  
6979 Mid State Education District

## School Districts and Charter Schools by Minnesota Regions

### Region 6 and 8

62	Ortonville	2890	Renville County West
129	Montevideo	2895	Jackson County Central
173	Mountain Lake	2897	Redwood Area Schools
177	Windom	2898	Westbrook-Walnut Grove Schools
330	Heron Lake-Okabena	4026	E.C.H.O. Charter School
345	New London-Spicer	4028	Eci' Nompa Woonspe
347	Willmar	4072	Yankton Country Charter School
371	Bellingham	4093	New Century Charter School
378	Dawson-Boyd	6018	Minnesota River Valley Education District
402	Hendricks		
403	Ivanhoe		
404	Lake Benton		
409	Tyler		
411	Balaton		
413	Marshall		
414	Minneota		
415	Lynd		
417	Tracy		
418	Russell		
423	Hutchinson		
424	Lester Prairie		
463	Eden Valley-Watkins		
465	Litchfield		
466	Dassel-Cokato		
505	Fulda		
511	Adrian		
513	Brewster		
514	Ellsworth		
516	Round Lake		
518	Worthington		
581	Edgerton		
584	Ruthton		
635	Milroy		
640	Wabasso		
671	Hills -Beaver Creek		
775	Kerkhovern-Murdock-Sunburg		
777	Benson		
891	Canby		
937	Crow River Special Education Cooperative		
938	Meeker and Wright Special Education		
978	Minnesota Valley Cooperative		
991	Region 6 and 8 - S.W./W.C. Service Cooperative		
2159	Buffalo Lake-Hector		
2167	Lakeview		
2169	Murray County Central		
2180	M.A.C.C.R.A.Y.		
2184	Luverne		
2190	Yellow Medicine East		
2396	A.C.G.C.		
2534	Bird Island-Olivia-Lake Lillian		
2689	Pipestone Area Schools		
2754	Cedar Mountain		
2853	Lac Qui Parle Valley		
2859	Glencoe-Silver Lake		
2884	Red Rock Central		
2887	Mcleod West Schools		
2888	Clinton-Graceville-Beardsley		

## School Districts and Charter Schools by Minnesota Regions

### Region 7

47 Sauk Rapids  
51 Foley  
138 North Branch  
139 Rush City  
314 Braham  
332 Mora  
333 Ogilvie  
473 Isle  
477 Princeton  
480 Onamia  
577 Willow River  
578 Pine City  
726 Becker  
727 Big Lake  
728 Elk River  
738 Holdingford  
739 Kimball  
740 Melrose  
741 Paynesville  
742 St. Cloud  
743 Sauk Center  
745 Albany  
748 Sartell  
750 Rocori  
876 Annandale  
877 Buffalo  
879 Delano  
881 Maple Lake  
882 Monticello  
883 Rockford  
885 St. Michael-Albertville  
911 Cambridge-Isanti  
912 Milaca  
957 Oak Land Vocation Center  
966 Wright Technical Center  
2144 Chisago Lakes  
2165 Hinckley-Finlayson  
2364 Belgrade-Brooten-Elrosa  
2580 East Central  
2687 Howard Lake-Waverly-Winsted  
4048 Great River Education Center  
4095 Trio Wolf Creek Distance Learning  
4107 Voyageurs Expeditionary  
6026 West Central Education District  
6383 Benton-Sterns Education District

## School Districts and Charter Schools by Minnesota Regions

### Region 10

160	Minnesota State Academies	4081	Covenant Academy of Minnesota Charter
203	Hayfield	4083	Ridgeway Community School
204	Kasson-Mantorville	4090	Prairie Creek Community School
227	Chatfield	4091	Artech
229	Lanesboro	6012	Zumbro Education District
238	Mabel-Canton	6013	Hiawatha Valley Education District
239	Rushford-Peterson	6042	Root River Education District
241	Albert Lea	6051	Goodhue County Education District
242	Alden		
252	Cannon Falls		
253	Goodhue		
255	Pine Island		
256	Red Wing		
294	Houston		
297	Spring Grove		
299	Caledonia		
300	Lacrescent-Hokah		
492	Austin		
495	Grand Meadow		
497	Lyle		
499	Leroy		
500	Southland		
531	Byron		
533	Dover-Eyota		
534	Stewartville		
535	Rochester		
656	Faribault		
659	Northfield		
756	Blooming Prairie		
761	Owatonna		
763	Medford		
806	Elgin-Millville		
810	Plainview		
811	Wabasha-Kellogg		
813	Lake City		
857	Lewiston-Altura		
858	St. Charles		
861	Winona Area Public Schools		
2125	Triton		
2137	Kingsland		
2172	Kenyon-Wanamingo		
2198	Fillmore Central		
2805	Zumbrota-Mazeppa		
2886	Glenville-Emmons		
4001	Bluffview Montessori		
4021	Village School Of Northfield		
4054	Lacrescent Montessori Academy		
4055	Nerstrand Charter School		
4056	Rochester Off-Campus Charter High		
4061	Studio Academy Charter School		
4064	Riverway Learning Community Charter		

## School Districts and Charter Schools by Minnesota Regions

### Region 11

1	Minneapolis	4003	New Heights School, Inc.
6	South St. Paul	4004	Cedar Riverside Community School
11	Anoka-Hennepin	4005	Metro Deaf Charter School
12	Centennial	4006	Skills For Tomorrow Charter School
13	Columbia Heights	4008	Pact Charter School
14	Fridley	4011	New Visions Charter School
15	St. Francis	4015	Community Of Peace Academy
16	Spring Lake Park	4016	World Learner Charter School
108	Norwood	4017	Minnesota Transitions Charter School
110	Waconia	4018	Achieve Language Academy
111	Watertown-Mayer	4019	St. Paul Family Learning Center
112	Chaska	4025	Cyber Village Academy
191	Burnsville	4027	Higher Ground Academy
192	Farmington	4029	New Spirit School
194	Lakeville	4030	Odyssey Charter School
195	Randolph	4031	Jennings Experiential High School
196	Rosemount-Apple Valley-Eagan	4032	Harvest Prep School/Seed Academy
197	West St. Paul-Mendota Heights -Eagan	4035	Concordia Creative Learning Academy
199	Inver Grove Heights Schools	4036	Face To Face Academy
200	Hastings	4038	Sojourner Truth Academy
270	Hopkins	4039	High School For Recording Arts
271	Bloomington	4042	Twin Cities Academy
272	Eden Prairie	4043	Math and Science Academy
273	Edina	4044	Heart Of The Earth Charter
276	Minnetonka	4049	Coon Rapids Learning Center
277	Westonka	4052	Four Directions Charter Schools
278	Orono	4053	North Lakes Academy
279	Osseo	4057	El Colegio Charter School
280	Richfield	4062	Family Academy Charter School
281	Robbinsdale	4065	Minnesota Business Academy Charter
282	St. Anthony-New Brighton	4067	Aurora Charter School
283	St. Louis Park	4068	Excell Academy Charter
284	Wayzata	4069	William E Mcgee Institute Of Tech
286	Brooklyn Center	4070	Hope Community Academy
287	Intermediate School District 287	4073	Academia Cesar Chavez Charter School
621	Mounds View	4074	Agricultural Food Science Academy
622	North St. Paul-Maplewood	4075	Avalon School
623	Roseville	4076	Minnesota Academy Of Technology
624	White Bear Lake	4077	Twin Cities International Elementary School
625	St. Paul	4078	Minnesota International Middle Charter
716	Belle Plaine	4079	Friendship Academy Of Fine Arts Charter
717	Jordan	4082	Bluesky Charter School
719	Prior Lake-Savage Area Schools	4086	Woodson Institute For Excellence Charter
720	Shakopee	4087	Sage Academy Charter School
721	New Prague Area Schools	4088	Urban Academy Charter School
831	Forest Lake	4089	New City School
832	Mahtomedi	4092	Watershed High School
833	South Washington County	4096	Chiron Charter School
834	Stillwater	4097	Partnership Academy, Inc.
916	N.E. Metro Intermediate District 916	4098	Nova Classical Academy
917	Intermediate School District 917	4099	Tarek Ibn Ziyad Academy
930	Carver-Scott Education Cooperative	4102	Minnesota Internship Center
993	Minnesota River Valley Special Education Cooperative	4104	Liberty High School
1000	Perpich Center For Arts Education	4109	Sobriety High
4000	City Academy	6065	Metropolitan Learning Alliance
		6067	East Metro Integration District



## Appendix C

### 2005 Teacher Supply and Demand – Anticipated Shortage Areas

**Please list any other fields that were not identified in this survey that may be difficult to fill in the next five years.**

- Bilingual Education/working with English Language Learners
- Administration
- Principal, superintendent, counseling, school psychologist
- English teachers in the high school
- Principals
- Coaching
- Family and Consumer Science, French-World Language
- Home Economics
- All areas of administration
- Speech/Language Pathologist
- Physics
- German
- Family Life Science
- Reading
- Language Arts-Speech; Speech Clinician; Early Childhood Teachers; Early Childhood Parent Educators
- Reading, Work Experience Coordinators, Dance and Theatre Arts
- Early Childhood, Special Education, School Psychologists, Speech/Language Pathologists, Occupational Therapists, Physical Therapists
- Integrative licensure
- Speech/Language Pathologist. ECSE, DCD, Media
- Spanish Immersion, Industrial Technology
- Special Education DCD
- English, Math, Science, Computer Science, ECSE, Quality in Phy-ed/Health and quality in Social Studies
- Speech clinician
- Science (retirement coming), Mathematics, (possible vacancy soon), Art (already), Music 7-12
- Native American Language
- Multi-licensed Special Education
- Administrative
- Administration
- Reading Specialist
- Technology coordinators and computer tech
- Social Worker, Guidance Counselor
- Music (Instrumental and Vocal), English, Family and Consumer Science, Art, Speech Therapy
- School Nurse, School Social Worker, School Psychologist, School Counselor, Superintendents, Media Specialists
- School Psychologist
- ECSE
- FACE
- Computer Science
- Work Experience, Handicapped Work Experience, Disadvantaged, Chinese, Russian, Japanese, ASL
- Early Childhood, Speech and Language Pathologist, Superintendent
- Occupational Therapist, Speech/Language Clinicians
- Family and Consumer Sciences

**Please list any other fields that were not identified in this survey that may be difficult to fill in the next five years, continued.**

- Speech Pathologist-very difficult
- Speech Pathologist-very difficult Social Workers
- Art, Driver's Education
- Community Education Director
- For items 15-24 we put "No Difficulty" but would rather have been able to say "Unknown". We do not know what the future will bring regarding instructor needs.
- French, FACS
- Work Occupations, Theatre, FACS
- Consumer and Family Science (Home Economics)
- Speech Language Pathologist, FACS
- Speech, School Psychologist, Community Education Director
- Family and Consumer Science, Counseling
- Health Education
- Media Specialist, American Sign Language, German, Spanish, and French
- English
- Speech Clinician, School Nurse
- Reading Teachers, Speech/Language Pathologists, Special Education – DD, ECSE, General Content Teachers with Spanish Language skills (Bilingual)
- Community Education
- Community Education Director
- Speech Language Pathologist
- Speech Pathology
- English/Language, Arts, Family and Consumer Science
- FACS
- Other special ed areas that will be much more difficult than those listed; Speech/Language, Vision, Deaf HH, Physically Impaired, Phy Therapy, DCD teachers
- School Nurse, Speech Pathology
- Media Specialist, Speech/Language Pathologist
- Media, Bilingual
- Early Childhood Special Education
- School Counselor, Principal K-12, Community Education Director, ECFE/School Readiness, Computer Technology
- School Counseling
- Speech Path
- FACS, English
- FACS, Autism, other Special Ed
- Family and Consumer Sciences
- Media Generalist
- Life Skills/Home Economics, K-12 Counselors
- School to Work
- Media
- Science with Chemistry and Physics licensure
- Speech Language Pathologists, School Psychologists
- Reading, American Sign Language
- Reading Teachers/Specialists
- Family Consumer Science

## Appendix D

### TOTAL UN-EXPIRED LICENSES ALL FIELDS

As of June 29 each year from 2000-2004

License Area	6/29/2000	6/29/2001	6/29/2002	6/29/2003	6/29/2004
ABE	396	377	365	346	331
AGRICULTURE	695	644	595	562	518
BILINGUAL	160	153	145	137	122
EARLY CHILDHOOD	5,915	5,739	5,584	5,386	5,227
ELEMENTARY	74,148	71,313	68,121	64,907	62,058
ESL	2,355	2,304	2,244	2,162	2,025
FRENCH	1,604	1,544	1,461	1,383	1,309
GERMAN	1,555	1,479	1,387	1,290	1,213
JAPANESE	31	30	29	29	29
SPANISH	3,013	2,889	2,742	2,617	2,519
LIBRARY MEDIA	3,772	3,617	3,436	3,272	3,065
MATH	11,501	11,033	10,524	9,966	9,419
MUSIC	8,809	8,362	7,922	7,474	7,025
PARENT AND FAMILY ED	2,329	2,283	2,212	2,158	2,098
READING	4,155	3,945	3,743	3,551	3,377
SCIENCE	15,908	15,080	14,124	13,197	12,349
DRIVERS EDUCATION	4,054	3,739	3,411	3,091	2,769
VISUAL ARTS	4,197	4,005	3,790	3,582	3,394
FACS	3,439	3,278	3,086	2,899	2,736
BUSINESS	5,207	4,819	4,444	4,117	3,763
MEDICAL CAREERS	119	114	106	101	92
WORK BASED LEARNING	2,591	2,502	2,402	2,306	2,201
SERVICE OCCUPATIONS	251	233	218	209	196
C & T ED AND SP ED	1,152	1,122	1,085	1,042	998
HEALTH	5,784	5,496	5,188	4,886	4,593
PHYSICAL EDUCATION	13,396	12,630	11,837	11,084	10,356
DANCE	29	28	28	28	28
THEATRE	1,203	1,145	1,073	1,037	978
COMM. ARTS & LIT.	20,141	19,297	18,148	17,191	16,163
TECH/TRADE AND INDUSTRY	3,532	3,278	3,021	2,811	2,592
SOCIAL STUDIES	24,227	22,841	21,181	20,121	18,835
AMERICAN INDIAN LANG/CUL	139	134	129	125	121

**Appendix E**

**TOTAL NUMBER OF INITIAL LICENSES GRANTED ALL FIELDS  
2000-2004**

<b>ABE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	9	7	11	5	9	<b>41</b>
PREPARED OUT SIDE OF MN	11	5	5	7	6	<b>34</b>
<b>TOTAL</b>	<b>20</b>	<b>12</b>	<b>16</b>	<b>12</b>	<b>15</b>	<b>75</b>
<b>AGRICULTURAL</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	1	7	12	17	10	<b>47</b>
PREPARED OUT SIDE OF MN	24	27	16	13	12	<b>92</b>
<b>TOTAL</b>	<b>25</b>	<b>34</b>	<b>28</b>	<b>30</b>	<b>22</b>	<b>139</b>
<b>AMERICAN INDIAN LANG/CULTURE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	1	0	0	1	7	<b>9</b>
PREPARED OUT SIDE OF MN	13	5	7	6	8	<b>39</b>
<b>TOTAL</b>	<b>14</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>15</b>	<b>48</b>
<b>BILINGUAL/BICULTURAL</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	5	3	5	0	4	<b>17</b>
PREPARED OUT SIDE OF MN	8	14	21	4	5	<b>52</b>
<b>TOTAL</b>	<b>13</b>	<b>17</b>	<b>26</b>	<b>4</b>	<b>9</b>	<b>69</b>
<b>BUSINESS</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	40	29	34	31	70	<b>204</b>
PREPARED OUT SIDE OF MN	46	51	51	40	65	<b>253</b>
<b>TOTAL</b>	<b>70</b>	<b>80</b>	<b>85</b>	<b>71</b>	<b>135</b>	<b>457</b>
<b>COMMUNICATION ARTS &amp; LIT.</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	305	356	602	719	690	<b>2,672</b>
PREPARED OUT SIDE OF MN	275	292	311	267	249	<b>1,394</b>
<b>TOTAL</b>	<b>580</b>	<b>648</b>	<b>913</b>	<b>986</b>	<b>939</b>	<b>4,066</b>
<b>DANCE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	0	1	0	1	7	<b>9</b>
PREPARED OUT SIDE OF MN	0	1	4	5	0	<b>10</b>
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>19</b>
<b>DRIVERS EDUCATION</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	19	21	17	37	21	<b>115</b>
PREPARED OUT SIDE OF MN	2	15	5	15	13	<b>50</b>
<b>TOTAL</b>	<b>21</b>	<b>36</b>	<b>22</b>	<b>52</b>	<b>34</b>	<b>165</b>
<b>EARLY CHILDHOOD</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	168	210	291	480	670	<b>1,819</b>
PREPARED OUT SIDE OF MN	181	203	184	174	192	<b>934</b>
<b>TOTAL</b>	<b>349</b>	<b>413</b>	<b>475</b>	<b>654</b>	<b>862</b>	<b>2,753</b>

<b>ELEMENTARY EDUCATION</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	1,671	1,689	1,562	1,660	2,075	<b>8,657</b>
PREPARED OUT SIDE OF MN	1,001	1,047	939	816	825	<b>4,628</b>
<b>TOTAL</b>	<b>2,672</b>	<b>2,736</b>	<b>2,501</b>	<b>2,476</b>	<b>2,900</b>	<b>13,285</b>
<b>ENGLISH AS A SECOND LANGUAGE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	93	127	173	77	107	<b>577</b>
PREPARED OUT SIDE OF MN	99	124	128	66	71	<b>488</b>
<b>TOTAL</b>	<b>192</b>	<b>251</b>	<b>301</b>	<b>143</b>	<b>178</b>	<b>1,065</b>
<b>FAMILY AND CONSUMER SCIENCE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	10	25	32	27	10	<b>104</b>
PREPARED OUT SIDE OF MN	50	54	41	27	28	<b>200</b>
<b>TOTAL</b>	<b>60</b>	<b>79</b>	<b>73</b>	<b>54</b>	<b>38</b>	<b>304</b>
<b>HEALTH</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	108	91	119	94	94	<b>506</b>
PREPARED OUT SIDE OF MN	49	64	53	47	48	<b>261</b>
<b>TOTAL</b>	<b>157</b>	<b>155</b>	<b>172</b>	<b>141</b>	<b>142</b>	<b>767</b>
<b>LIBRARY MEDIA</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	31	28	45	33	35	<b>172</b>
PREPARED OUT SIDE OF MN	24	22	19	22	24	<b>111</b>
<b>TOTAL</b>	<b>55</b>	<b>50</b>	<b>64</b>	<b>55</b>	<b>59</b>	<b>283</b>
<b>MATHEMATICS</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	149	183	386	533	560	<b>1,811</b>
PREPARED OUT SIDE OF MN	140	178	219	182	166	<b>8,85</b>
<b>TOTAL</b>	<b>289</b>	<b>361</b>	<b>605</b>	<b>715</b>	<b>726</b>	<b>2,696</b>
<b>MEDICAL CAREERS</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	0	2	0	1	0	<b>3</b>
PREPARED OUT SIDE OF MN	5	7	5	1	6	<b>24</b>
<b>TOTAL</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>27</b>
<b>MUSIC (INSTRUMENTAL, VOCAL &amp; CLASSROOM)</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	172	141	119	131	146	<b>709</b>
PREPARED OUT SIDE OF MN	138	136	131	111	110	<b>626</b>
<b>TOTAL</b>	<b>310</b>	<b>277</b>	<b>250</b>	<b>242</b>	<b>256</b>	<b>1,335</b>
<b>PARENT AND FAMILY EDUCATION</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	166	154	131	40	48	<b>539</b>
PREPARED OUT SIDE OF MN	82	81	52	16	13	<b>244</b>
<b>TOTAL</b>	<b>248</b>	<b>235</b>	<b>183</b>	<b>56</b>	<b>61</b>	<b>783</b>
<b>PHYSICAL EDUCATION</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	187	164	183	177	178	<b>889</b>
PREPARED OUT SIDE OF MN	136	136	120	94	113	<b>599</b>
<b>TOTAL</b>	<b>323</b>	<b>300</b>	<b>303</b>	<b>271</b>	<b>291</b>	<b>1,488</b>

<b>READING</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	33	68	66	6	30	<b>203</b>
PREPARED OUT SIDE OF MN	40	96	63	33	51	<b>283</b>
<b>TOTAL</b>	<b>73</b>	<b>164</b>	<b>129</b>	<b>39</b>	<b>81</b>	<b>486</b>
<b>SCIENCE</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	294	289	468	494	486	<b>2,031</b>
PREPARED OUT SIDE OF MN	219	317	321	271	269	<b>1,397</b>
<b>TOTAL</b>	<b>513</b>	<b>606</b>	<b>789</b>	<b>765</b>	<b>755</b>	<b>3,428</b>
<b>SERVICE OCCUPATIONS</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	1	0	0	0	0	<b>1</b>
PREPARED OUT SIDE OF MN	1	3	3	0	3	<b>10</b>
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>11</b>
<b>SOCIAL STUDIES</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	386	417	786	1022	1019	<b>3,630</b>
PREPARED OUT SIDE OF MN	268	309	355	310	242	<b>1,484</b>
<b>TOTAL</b>	<b>654</b>	<b>726</b>	<b>1141</b>	<b>1332</b>	<b>1261</b>	<b>5,114</b>
<b>TECHNOLOGY (INDUSTRIAL ARTS)</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	26	23	41	32	34	<b>156</b>
PREPARED OUT SIDE OF MN	52	46	29	35	34	<b>196</b>
<b>TOTAL</b>	<b>78</b>	<b>69</b>	<b>70</b>	<b>67</b>	<b>68</b>	<b>352</b>
<b>THEATER</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	24	6	11	1	9	<b>51</b>
PREPARED OUT SIDE OF MN	12	16	19	9	5	<b>61</b>
<b>TOTAL</b>	<b>36</b>	<b>22</b>	<b>30</b>	<b>10</b>	<b>14</b>	<b>112</b>
<b>VISUAL ARTS</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	91	64	81	82	81	<b>399</b>
PREPARED OUT SIDE OF MN	55	48	69	53	49	<b>274</b>
<b>TOTAL</b>	<b>146</b>	<b>112</b>	<b>150</b>	<b>135</b>	<b>130</b>	<b>673</b>
<b>WORK BASED LEARNING</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	38	27	26	20	36	<b>147</b>
PREPARED OUT SIDE OF MN	38	38	27	12	20	<b>135</b>
<b>TOTAL</b>	<b>76</b>	<b>65</b>	<b>53</b>	<b>32</b>	<b>56</b>	<b>282</b>
<b>WORLD LANGUAGES:</b>						
<b>FRENCH</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	22	18	25	17	17	<b>99</b>
PREPARED OUT SIDE OF MN	33	22	25	19	12	<b>111</b>
<b>TOTAL</b>	<b>55</b>	<b>40</b>	<b>50</b>	<b>36</b>	<b>29</b>	<b>210</b>
<b>GERMAN</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	16	8	16	11	13	<b>64</b>
PREPARED OUT SIDE OF MN	18	15	13	15	9	<b>70</b>
<b>TOTAL</b>	<b>34</b>	<b>23</b>	<b>29</b>	<b>26</b>	<b>22</b>	<b>134</b>

<b>JAPANESE</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	0	0	2	1	0	3
PREPARED OUT SIDE OF MN	2	0	0	1	0	3
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>SPANISH</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	80	99	75	95	89	438
PREPARED OUT SIDE OF MN	61	69	63	56	63	312
<b>TOTAL</b>	<b>141</b>	<b>168</b>	<b>138</b>	<b>151</b>	<b>152</b>	<b>750</b>
<b>SPECIAL EDUCATION:</b>						
<b>BLIND OR VISUALLY IMPAIRED</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	4	5	4	0	1	14
PREPARED OUT SIDE OF MN	6	2	5	2	2	17
<b>TOTAL</b>	<b>10</b>	<b>7</b>	<b>9</b>	<b>2</b>	<b>3</b>	<b>31</b>
<b>DEAF OR HARD OF HEARING</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	15	8	2	2	6	33
PREPARED OUT SIDE OF MN	17	10	4	9	12	52
<b>TOTAL</b>	<b>32</b>	<b>18</b>	<b>6</b>	<b>11</b>	<b>18</b>	<b>85</b>
<b>DEVELOPMENTAL/ADAPTIVE PHYSICAL ED</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	56	42	44	61	61	264
PREPARED OUT SIDE OF MN	23	20	23	23	19	108
<b>TOTAL</b>	<b>79</b>	<b>62</b>	<b>67</b>	<b>84</b>	<b>80</b>	<b>372</b>
<b>DEVELOPMENTAL DISABILITIES</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	0	2	29	60	91	182
PREPARED OUT SIDE OF MN	0	0	23	18	78	119
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>52</b>	<b>78</b>	<b>169</b>	<b>301</b>
<b>EARLY CHILDHOOD SPECIAL EDUCATION</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	61	47	25	36	34	203
PREPARED OUT SIDE OF MN	34	33	20	22	28	137
<b>TOTAL</b>	<b>95</b>	<b>80</b>	<b>45</b>	<b>58</b>	<b>62</b>	<b>340</b>
<b>EBD</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	228	130	120	156	190	824
PREPARED OUT SIDE OF MN	125	118	106	105	149	603
<b>TOTAL</b>	<b>353</b>	<b>248</b>	<b>226</b>	<b>261</b>	<b>339</b>	<b>1,427</b>
<b>LD</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	274	176	163	204	254	1,071
PREPARED OUT SIDE OF MN	185	172	148	169	219	893
<b>TOTAL</b>	<b>459</b>	<b>348</b>	<b>311</b>	<b>373</b>	<b>473</b>	<b>1,964</b>
<b>MILDLY HANDICAPPED</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	2	2	0	0	0	4
PREPARED OUT SIDE OF MN	4	4	0	0	0	8
<b>TOTAL</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>

<b>MMMI</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>
PREPARED IN MN	140	62	25	11	0	<b>238</b>
PREPARED OUT SIDE OF MN	117	109	100	85	31	<b>442</b>
<b>TOTAL</b>	<b>257</b>	<b>171</b>	<b>125</b>	<b>96</b>	<b>31</b>	<b>680</b>
<b>MMSI</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	46	33	5	3	2	<b>89</b>
PREPARED OUT SIDE OF MN	41	54	25	46	22	<b>188</b>
<b>TOTAL</b>	<b>87</b>	<b>87</b>	<b>30</b>	<b>49</b>	<b>24</b>	<b>277</b>
<b>ORAL/AURAL DEAF EDUCATION</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	3	5	2	4	3	<b>17</b>
PREPARED OUT SIDE OF MN	13	19	14	9	15	<b>70</b>
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>16</b>	<b>13</b>	<b>18</b>	<b>87</b>
<b>PHYSICAL AND HEALTH DISABILITIES</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	0	1	10	18	22	<b>51</b>
PREPARED OUT SIDE OF MN	0	0	8	6	4	<b>18</b>
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>18</b>	<b>24</b>	<b>26</b>	<b>69</b>
<b>PHYSICALLY HANDICAPPED</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	10	4	0	0	0	<b>14</b>
PREPARED OUT SIDE OF MN	4	6	4	0	0	<b>14</b>
<b>TOTAL</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>28</b>
<b>C&amp;T/SPECIAL EDUCATION</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	17	16	9	7	4	<b>53</b>
PREPARED OUT SIDE OF MN	8	8	10	1	1	<b>28</b>
<b>TOTAL</b>	<b>25</b>	<b>24</b>	<b>19</b>	<b>8</b>	<b>5</b>	<b>81</b>
<b>DUPLICATED TOTALS</b>						
<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>TOTAL</b>	
PREPARED IN MN	5,949	5,702	6,657	7,304	8,281	<b>33,893</b>
PREPARED OUT SIDE OF MN	4,564	4,912	4,656	4,077	4,209	<b>22,418</b>
<b>TOTAL</b>	<b>10,513</b>	<b>10,614</b>	<b>11,313</b>	<b>11,381</b>	<b>12,490</b>	<b>56,311</b>
*duplicated counts include <b>all</b> licensure areas						



**Appendix F**

**ACTUAL RETIREMENTS WITH FISCAL YEAR DATES 2000-2004  
ALL FIELDS**

CONTENT AREA/FIELD	FISCAL YEAR (S)					TOTAL
	2000	2001	2002	2003	2004	
ABE	8	16	9	4	4	41
AGRICULTURE	8	8	7	8	6	37
BILINGUAL	0	0	0	0	1	1
EARLY CHILDHOOD	23	26	16	16	25	106
ELEMENTARY	908	913	675	725	773	3,994
ESL	14	25	17	18	24	98
FRENCH	26	22	16	23	26	113
GERMAN	30	28	13	23	27	121
JAPANESE	0	0	0	0	0	0
SPANISH	17	21	20	32	31	121
LIBRARY MEDIA	107	102	101	98	75	483
MATH	173	145	120	120	115	673
MUSIC	92	68	62	70	49	341
PARENT AND FAMILY EDUCATION	10	9	14	8	16	57
READING	114	97	76	93	148	528
SCIENCE	243	265	188	136	175	1,007
EBD	58	70	53	65	67	313
LD	165	156	116	158	153	748
PHYSICAL AND HEALTH DISABILITES	0	0	0	0	0	0
DEVELOPMENTAL DISABILITIES	9	13	18	13	15	68
ORAL/AURAL DEAF EDUCATION	0	0	0	0	1	1
DEAF OR HARD OF HEARING	4	4	3	1	8	20
BLIND OR VISUALLY IMPAIRED	5	3	1	3	2	14
ECSE	7	9	8	9	22	55
DEVELOPMENTAL DISABILITIES	0	0	0	0	1	1
PHYSICALLY HANDICAPPED	5	3	6	6	4	24
MMMI	86	91	74	96	103	450
MMSI	13	30	31	33	52	159
MILDLY HANDICAPPED	0	0	0	0	1	1
DRIVERS EDUCATION	128	92	66	67	69	422
VISUAL ARTS	58	57	52	52	48	267
FACS	69	74	61	62	69	335
BUSINESS	131	120	96	87	87	521
MEDICAL CAREERS	3	4	6	2	1	16
WORK BASED LEARNING	60	78	60	78	68	344
SERVICE OCCUPATIONS	0	3	6	4	11	24
CAREER & TECH EDUCATION/SPECIAL EDUCATION	4	5	12	10	9	40
HEALTH	102	95	69	78	74	418
PHYSICAL EDUCATION	224	221	152	160	154	911
DANCE	0	0	0	0	0	0
THEATRE	26	14	19	16	24	99
COMMUNICATION ARTS AND LIT	330	305	257	252	284	1,428
TECHNOLOGY/TRADE AND INDUSTRY	82	88	70	48	100	388
SOCIAL STUDIES	519	413	324	293	303	1,852
AMERICAN INDIAN LANG/CULTURE	1	0	0	1	0	2
<b>TOTAL</b>	<b>3,862</b>	<b>3,693</b>	<b>2,894</b>	<b>2,968</b>	<b>3,225</b>	<b>16,642</b>

**Appendix G**

**PROJECTED RETIREMENTS WITH FISCAL YEAR DATES OF 2005-2009  
ALL FIELDS**

CONTENT AREA/FIELD	FISCAL YEAR (S)					TOTAL
	2005	2006	2007	2008	2009	
ABE	19	4	3	2	7	35
AGRICULTURE	5	5	4	4	9	27
BILINGUAL	0	0	0	0	0	0
EARLY CHILDHOOD	42	4	5	9	14	74
ELEMENTARY	1,514	575	656	688	650	4,083
ESL	45	3	3	7	13	71
FRENCH	48	11	7	12	22	100
GERMAN	40	16	7	6	13	82
JAPANESE	0	0	0	0	0	0
SPANISH	41	14	17	13	18	103
LIBRARY MEDIA	219	80	94	90	64	547
MATH	205	93	93	95	77	563
MUSIC	122	60	47	53	58	340
PARENT AND FAMILY EDUCATION	50	6	5	9	9	79
READING	216	75	76	76	113	556
SCIENCE	278	131	94	148	80	731
EBD	136	33	39	56	57	321
LD	268	120	148	160	162	858
PHYSICAL AND HEALTH DISABILITES	2	0	0	0	1	3
DEVELOPMENTAL DISABILITIES	20	12	13	16	17	78
ORAL/AURAL DEAF EDUCATION	1	0	0	0	1	2
DEAF OR HARD OF HEARING	9	3	4	4	9	29
BLIND OR VISUALLY IMPAIRED	3	1	1	4	1	10
ECSE	24	6	9	20	19	78
DEVELOPMENTAL DISABILITIES	2	0	0	0	1	3
PHYSICALLY HANDICAPPED	13	7	11	1	8	40
MMMI	172	104	139	140	144	699
MMSI	49	43	67	68	73	300
MILDLY HANDICAPPED	0	0	0	0	0	0
DRIVERS EDUCATION	129	79	63	72	43	386
VISUAL ARTS	103	37	38	40	37	255
FACS	131	55	65	66	58	375
BUSINESS	137	76	60	39	58	370
MEDICAL CAREERS	0	0	3	3	0	6
WORK BASED LEARNING	112	75	71	59	84	401
SERVICE OCCUPATIONS	6	4	9	6	6	31
CAREER & TECH EDUCATION/SPECIAL EDUCATION	11	11	9	11	12	54
HEALTH	143	115	99	97	78	532
PHYSICAL EDUCATION	296	180	160	153	117	906
DANCE	0	0	0	0	0	0
THEATRE	32	17	23	23	19	114
COMMUNICATION ARTS AND LIT	536	204	194	182	160	1,276
TECHNOLOGY/TRADE AND INDUSTRY	113	73	55	59	36	336
SOCIAL STUDIES	555	208	198	190	172	1,323
AMERICAN INDIAN LANG/CULTURE	3	0	0	1	1	5
<b>TOTAL</b>	<b>5,850</b>	<b>2,540</b>	<b>2,589</b>	<b>2,682</b>	<b>2,521</b>	<b>16,182</b>

## Appendix H

### 2005 Teacher Supply and Demand – Projected Fields of Teacher Surplus

Teaching fields in which districts have a surplus of licensed applicants based on 2003-04 hiring practices and success:

- Elementary Education, Social Studies, Physical Education
- Elementary Education
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education
- Elementary Teachers
- Elementary Education
- English, Elementary Education
- Social Studies
- Elementary Education
- Elementary Education
- English, Elementary Education
- Elementary Education
- Elementary Education
- Elementary Education
- Elementary Education
- Elementary Education
- Social Studies
- Elementary Education
- Elementary Education teachers, especially elementary education teachers with no coaching or any extensive training in math or science
- Elementary Education 1-6
- Physical Education
- Elementary Education, Social Studies, Physical Education
- Social Studies, Physical Education
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education, Social Studies, Physical Education
- Elementary Education
- Elementary Education, Secondary Social Studies, English
- Social Studies
- Elementary Education, Social Studies, Physical Education, English
- Elementary Education, Social Studies
- Elementary Education
- Elementary K-6, Spanish, 9-12 Language Arts, 7-12 Social Studies
- ECFE
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education, Social Studies
- Speech and Language, extremely difficult
- Elementary Education, Social Studies, Physical Education
- Elementary Education
- Elementary Education
- Elementary Education 1-6, Social Studies, 7-12
- Elementary Education, Social Studies, English
- Elementary Education
- Elementary Education

**Teaching fields in which districts have a surplus of licensed applicants based on 2003-04 hiring practices and success, continued:**

- Due to massive layoffs in the area caused by declining enrollment and under funding we have a health pool in most areas
- Elementary Education, Social Studies
- Elementary Education
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education
- Elementary Education, Social Studies, Physical Education
- Social Studies, Physical Education, English
- Elementary Education, Social Studies, English
- Elementary Education
- EBD
- Language Arts
- Elementary Education, Social Studies
- Technology Education (Industrial Arts), Elementary Education, Special Education
- Elementary Education, Social Studies, Language Arts (English)
- Elementary Education, Social Studies
- Elementary Education, Social Studies, Physical Education/Health-however to find quality is difficult
- Elementary Education, Physical Education
- Elementary Education
- Elementary Education, Social Studies, Physical Education
- Elementary Education, Social Studies, Physical Education
- Elementary Education, Social Studies, Physical Education, Language Arts, Life Science/Biology
- Elementary Education
- Elementary Education, Social Studies, Physical Education, English
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education
- Elementary Education, Social Studies, Physical Education
- Elementary Education, Social Studies, Physical Education
- Elementary Education
- Social Studies
- Elementary Education, Social Studies
- Elementary Education, Social Studies, Physical Education/Health
- Elementary Education
- Elementary Education
- Elementary Education, Social Studies, Physical Education, Math
- Elementary Education, Social Studies
- Elementary Education K-6 or 1-6
- Elementary Education
- All Primary grades, Middle School, Social Studies
- Elementary Education
- Elementary Education 1-6, Social Studies
- Elementary Education, Social Studies
- Elementary Education
- Elementary Education-more than 400 applications for 2 positions
- Elementary Education

**Teaching fields in which districts' have a surplus of licensed applicants based on 2003-04 hiring practices and success, continued:**

- Elementary Education
- Elementary Education, Social Studies, Physical Education/Health
- Elementary Education
- Elementary Education, Social Studies
- Elementary Education
- Elementary Education, Physical Education
- Elementary Education, Social Studies, Language Arts
- Elementary Education, Social Studies
- K-6
- Elementary Education
- Special Education
- Elementary Education, Social Studies, Language Arts
- Elementary Education, Social Studies
- Elementary Education, Social Studies, English
- Elementary Education
- Elementary Education 1-6, Social Studies, Physical Education
- Social Studies
- Elementary Education
- Physical Education
- Elementary Education
- Social Studies, Physical Education
- Language Arts
- Elementary Education, Social Studies, Physical Education
- Elementary Education, Physical Education
- There are a million Elementary teachers out there
- Elementary Education
- Elementary Education
- Elementary Education
- Elementary Education K-6, Social Studies 7-12
- Elementary Education, Social Studies
- Social Studies
- Social Studies, Science (Life and Physics)
- Social Studies, Physical Education
- Elementary Education, Social Studies, Language Arts
- Elementary Education K-6
- Elementary Education
- Elementary Education

**Appendix I**

**PERSONNEL VARIANCES GRANTED  
ALL FIELDS, 2000-2004**

<b>LICENSE</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>TOTAL</b>
SUPPORT SERVICE FACILITATOR		1	1			<b>2</b>
TEACHER/COORD WORK EXP DISAVANTAGED	13	12	2	2	1	<b>30</b>
TEACHER/COORD WORK EXP HANDICAPPED	6	10	9	1		<b>26</b>
VOCATIONAL AGRICULTURE			1	1	1	<b>3</b>
AGRICULTURE PRODUCTION FARM MGMT		1	1	3	4	<b>9</b>
VISUAL ARTS	8	19	30	44	29	<b>130</b>
MARKETING OCCUPATIONS	1			1		<b>2</b>
ENGLISH LANGUAGE ARTS	13	23	13			<b>49</b>
COMMUNICATION ARTS/LITERATURE		31	40	111	118	<b>300</b>
READING			16	60	61	<b>137</b>
ELEMENTARY REMEDIAL READING	2	1	3			<b>6</b>
SECONDARY REMEDIAL READING	8		1			<b>9</b>
SECONDARY DEVELOPMENTAL READING	4	11	21	1		<b>37</b>
SPEECH		7	8			<b>15</b>
SPEECH & THEATRE ARTS	1	5	2	1		<b>9</b>
THEATRE ARTS		5		1		<b>6</b>
DANCE AND THEATRE	1	4	16	17	21	<b>59</b>
JOURNALISM			1			<b>1</b>
LATIN		1	1	1	2	<b>5</b>
AMERICAN SIGN LANGUAGE			17	10	15	<b>42</b>
ARABIC			2		1	<b>3</b>
CHINESE			1	1		<b>2</b>
ENGLISH AS A SECOND LANGUAGE	58	65	109	138	128	<b>498</b>
FRENCH	2	2	7	4	10	<b>25</b>
GERMAN	4	6	3	3	3	<b>19</b>
ITALIAN		1				<b>1</b>
JAPANESE			3	3	2	<b>8</b>
RUSSIAN				2	2	<b>4</b>
SPANISH	15	30	56	63	66	<b>230</b>
OJIBWE				2	3	<b>5</b>
BILINGUAL/BICULTURAL EDUCATION	3		10	12	7	<b>32</b>
PUBLIC AFFAIRS/COMMUNITY SVC OCCUPATIONS				1		<b>1</b>
HEALTH CARE CAREERS			1			<b>1</b>
NURSING ASSISTING		1				<b>1</b>
TEACHER/COORD HEALTH OCC CO-OP		1				<b>1</b>
HEALTH & PHYSICAL EDUCATION			1			<b>1</b>
HEALTH EDUCATION	12	38	59	71	55	<b>235</b>
PHYSICAL EDUCATION	4	13	18	25	37	<b>97</b>
HOME ECONOMICS	4	2				<b>6</b>
FAMILY AND CONSUMER SCIENCES		9	27	52	57	<b>145</b>
CONSUMER AND HOMEMAKING/FAMILY LIFE	2	1	1			<b>4</b>
CHILD CARE/GUIDANCE & ED OCCUPATIONS	1					<b>1</b>
FOODS OCCUPATIONS					1	<b>1</b>
INDUSTRIAL ARTS	8	8	5			<b>21</b>
TECHNOLOGY		20	57	35	30	<b>142</b>
MATHEMATICS	36	60	118	181	133	<b>528</b>
MUSIC	4		9			<b>13</b>
CLASSROOM MUSIC	2	1	1			<b>4</b>
VOCAL AND CLASSROOM MUSIC		14	23	36	24	<b>97</b>
VOCAL MUSIC	1	3	1			<b>5</b>
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC		6	13	16	18	<b>53</b>
BAND	1					<b>1</b>

SCIENCE ALL	4	4	18	2		<b>28</b>
JR HIGH SCIENCE	1					<b>1</b>
LIFE SCIENCE	12	15	25	44	51	<b>147</b>
PHYSICAL SCIENCE	20	64	59	1		<b>144</b>
CHEMISTRY	1	21	31	121	124	<b>298</b>
PHYSICS	2	13	19	109	129	<b>272</b>
EARTH AND SPACE SCIENCE	17	41	59	48	62	<b>227</b>
SCIENCE 5-9	5	21	10	8		<b>44</b>
SCIENCE 5-8		10	16	115	115	<b>256</b>
BUSINESS	17	72	66			<b>155</b>
BUSINESS			39	88	73	<b>200</b>
ACCOUNTING			2			<b>2</b>
BANKING & FINANCE			1			<b>1</b>
BUSINESS SIMULATION OCCUPATIONS			1	2		<b>3</b>
ADMINISTRATIVE SUPPORT OCCUPATIONS	2		2		1	<b>5</b>
BUSINESS ED BASIC & ECONOMICS	1					<b>1</b>
TEACHER/COORD BUSINESS OCC CO-OP	1		2			<b>3</b>
KEYBOARDING FOR COMPUTER APPLICATION			3	65	69	<b>137</b>
SOCIAL STUDIES	9	23	40	68	71	<b>211</b>
AMERICAN INDIAN LANGUAGE & CULTURE			1	1		<b>2</b>
GEOGRAPHY		1				<b>1</b>
HISTORY	3	3	2			<b>8</b>
HISTORY-HUMANITIES			1			<b>1</b>
PSYCHOLOGY		1				<b>1</b>
TEACHER/COORDINATOR WORK BASED LEARNING		15	23	43	56	<b>137</b>
VEHICLE SERVICES OCCUPATIONS	1	1				<b>2</b>
AVIATION OCCUPATIONS	1			1		<b>2</b>
CONSTRUCTION OCCUPATIONS	3	2	3	3		<b>11</b>
DRAFTING OCCUPATIONS				4	1	<b>5</b>
RADIO & TV PRODUCTION		1				<b>1</b>
BROADCAST/MEDIA OCCUPATIONS	1			1		<b>2</b>
COMMUNICATIONS/MEDIA OCCUPATIONS		1	2			<b>3</b>
GRAPHIC ARTS				1		<b>1</b>
METAL/MATERIAL PROCESSING OCCUPATIONS			2	2		<b>4</b>
WELDING OCCUPATIONS			1			<b>1</b>
SMALL ENGINE MECHANICS			1			<b>1</b>
GENERAL ACADEMIC SUBJECTS			24	5		<b>29</b>
ELEMENTARY EDUCATION	6	9	36	37	32	<b>120</b>
KINDERGARTEN	9				4	<b>13</b>
PRE KINDERGARTEN	3	3	6	6	4	<b>22</b>
PRE PRIMARY			2	3	4	<b>9</b>
EARLY CHILDHOOD EDUCATION			6	41	33	<b>80</b>
ADULT BASIC EDUCATION				2	1	<b>3</b>
PARENT AND FAMILY EDUCATION	6	4	19	30	32	<b>91</b>
FAMILY ED/EARLY CHILDHOOD EDUCATOR	6	2	25		1	<b>34</b>
SPEECH LANGUAGE PATHOLOGIST	1					<b>1</b>
EMOTIONALLY/BEHAVIORALLY DISORDERED	202	291	434	465	434	<b>1,826</b>
SPECIFIC LEARNING DISABILITIES	164	263	361	397	345	<b>1,530</b>
PHYSICALLY HANDICAPPED	7	16	10	2	1	<b>36</b>
DEVELOPMENTAL/ADAPTED PHYSICAL ED.	30	55	50	57	56	<b>248</b>
PHYSICAL AND HEALTH DISABILITIES	1		10	15	15	<b>41</b>
ORAL/AURAL DEAF EDUCATION		4	11	11	16	<b>42</b>
DEAF OR HARD OF HEARING	1	1	4	4	2	<b>12</b>
BLIND OR VISUALLY IMPAIRED	2		2	1	3	<b>8</b>
EARLY CHILDHOOD SPECIAL EDUCATION	25	51	65	91	77	<b>309</b>
DEVELOPMENTAL DISABILITIES	3		27	123	176	<b>329</b>
MILD TO MODERATE MENTALLY HDCP	53	90	118	64	22	<b>347</b>
MODERATE TO SEVERE MENTALLY HDCP	33	63	70	37	20	<b>223</b>

DRIVER EDUCATION	9	7	3	1	2	<b>22</b>
COMMUNICATIONS TECHNOLOGY CAREERS				6	21	<b>27</b>
CONSTRUCTION CAREERS				5	12	<b>17</b>
MANUFACTURING CAREERS				1	6	<b>7</b>
MEDICAL CAREERS				12	12	<b>24</b>
HOSPITALITY SERVICE CAREERS				1		<b>1</b>
TRANSPORTATION CAREERS				2	12	<b>14</b>
SECONDARY GUIDANCE AND COUNSELING	1	2	1			<b>4</b>
MIDDLE SCHOOL GUIDANCE AND COUNSELING	1					<b>1</b>
ELEMENTARY GUIDANCE AND COUNSELING	1	3	6			<b>10</b>
SCHOOL COUNSELOR		1	6	10	9	<b>26</b>
LIBRARIAN	1					<b>1</b>
LIBRARY MEDIA SPECIALIST	30	44	79	78	64	<b>295</b>
COMMUNITY EDUCATION DIRECTOR	9	7				<b>16</b>
EXPERIMENTAL PROGRAM					1	<b>1</b>
<b>TOTAL</b>	<b>919</b>	<b>1,637</b>	<b>2,512</b>	<b>3,133</b>	<b>2,998</b>	<b>11,199</b>



**Appendix J**

**TEMPORARY LIMITED LICENSES GRANTED  
ALL FIELDS, 2000-2004**

<b>LICENSE</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>TOTAL</b>
VOCATIONAL AGRICULTURE			1	1		2
AGRICULTURE PRODUCTION FARM MGMT		1	1	2	2	6
VISUAL ARTS		6	4	17	11	38
ENGLISH LANGUAGE ARTS		5	8	9	1	23
COMMUNICATION ARTS/LITERATURE			1	13	16	30
READING					1	1
SPEECH			1			1
SPEECH & THEATRE ARTS	1		1			2
THEATRE ARTS	1	3		1	1	6
DANCE AND THEATRE		5	6	8	7	26
LATIN				3	1	4
AMERICAN SIGN LANGUAGE		1	5	7	8	21
ARABIC		2			1	3
ENGLISH AS A SECOND LANGUAGE	3	18	1	1	2	25
FRENCH		3	8	6	9	26
GERMAN			1	3	2	6
JAPANESE				2	2	4
RUSSIAN			1			1
SPANISH	2	22	20	27	28	99
BILINGUAL/BICULTURAL EDUCATION	1	23				24
HEALTH EDUCATION		1	1	1	2	5
PHYSICAL EDUCATION	1	6	3	2	3	15
HOME ECONOMICS		5	6	4	1	16
FAMILY AND CONSUMER SCIENCES		1	1	5	2	9
INDUSTRIAL ARTS		11	6	5	3	25
TECHNOLOGY			5	9	9	23
MATHEMATICS		38	33	44	33	148
CLASSROOM MUSIC			1	1		2
VOCAL AND CLASSROOM MUSIC		4	8	12	7	31
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC	1	2	7	7	8	25
SCIENCE ALL		1	1			2
LIFE SCIENCE		23	22	16	14	75
PHYSICAL SCIENCE	2	13	10	7	3	35
CHEMISTRY	1	3	6	10	11	31
PHYSICS		3	3	9	7	22
EARTH AND SPACE SCIENCE		1	5	4	5	15
SCIENCE 5-9		1				1
SCIENCE 5-8			1	5	4	10
BUSINESS	3	12	11	8	4	38
BUSINESS			1	3	6	10
KEYBOARDING FOR COMPUTER APPLICATION				2	3	5
SOCIAL STUDIES	5	6	12	9	11	43
ECONOMICS					1	1
POLITICAL SCIENCE				1	1	2
TEACHER/COORDINATOR WORK BASED LEARNING			1	3		4
ELEMENTARY EDUCATION	5	29	23	20	22	99
PRE KINDERGARTEN		1	3			4
EARLY CHILDHOOD EDUCATION		2		3	1	6
ADULT BASIC EDUCATION			1		2	3
PARENT AND FAMILY EDUCATION			3	5	8	16
FAMILY ED/EARLY CHILDHOOD EDUCATOR		3				3

COUNSELOR OR TEACHING INTERN		12	6	9	2	<b>29</b>
ALTERNATIVE LICENSURE INTERN	1	21	23	14		<b>59</b>
SPEECH LANGUAGE PATHOLOGIST	7	27	28	27	30	<b>119</b>
EMOTIONALLY/BEHAVIORALLY DISORDERED	4	31	28	62	50	<b>175</b>
SPECIFIC LEARNING DISABILITIES	3	14	15	32	31	<b>95</b>
PHYSICALLY HANDICAPPED		1				<b>1</b>
DEVELOPMENTAL/ADAPTED PHYSICAL ED.					2	<b>2</b>
ORAL/AURAL DEAF EDUCATION		1	4	6	2	<b>13</b>
DEAF OR HARD OF HEARING	1	3	1	2	2	<b>9</b>
BLIND OR VISUALLY IMPAIRED				1	1	<b>2</b>
EARLY CHILDHOOD SPECIAL EDUCATION	1	2		2	7	<b>12</b>
DEVELOPMENTAL DISABILITIES		1	1	9	8	<b>19</b>
MILD TO MODERATE MENTALLY HDCP		4	3	1		<b>8</b>
MODERATE TO SEVERE MENTALLY HDCP	4	2	2	2	1	<b>11</b>
SHORT CALL SUBSTITUTE			1	1	6	<b>8</b>
COMMUNICATIONS TECHNOLOGY CAREERS				6	8	<b>14</b>
CONSTRUCTION CAREERS					1	<b>1</b>
MANUFACTURING CAREERS				2	1	<b>3</b>
MEDICAL CAREERS			1	8	6	<b>15</b>
HOSPITALITY SERVICE CAREERS				1	1	<b>2</b>
TRANSPORTATION CAREERS				7	11	<b>18</b>
SECONDARY GUIDANCE AND COUNSELING		8	1	2	1	<b>12</b>
MIDDLE SCHOOL GUIDANCE AND COUNSELING		1	1			<b>2</b>
ELEMENTARY GUIDANCE AND COUNSELING		3	2	2	1	<b>8</b>
SCHOOL COUNSELOR		4	3	7	2	<b>16</b>
SCHOOL PSYCHOLOGIST			13	41	49	<b>103</b>
SCHOOL SOCIAL WORKER I		2				<b>2</b>
SCHOOL SOCIAL WORKER		4	3	4		<b>11</b>
LIBRARY MEDIA SPECIALIST		3	5	5	6	<b>19</b>
<b>TOTAL</b>	<b>47</b>	<b>399</b>	<b>374</b>	<b>548</b>	<b>492</b>	<b>1,860</b>

## Appendix K

### BOARD WAIVERS GRANTED ALL FIELDS, 2000-2004

LICENSE	2000	2001	2002	2003	2004	TOTAL
TEACHER/COORD WORK EXP HANDICAPPED	1	1	1	1		4
VISUAL ARTS	2	7	4	2	1	16
ENGLISH LANGUAGE ARTS	10	85	15			110
COMMUNICATION ARTS/LITERATURE	2	20	49	23	1	95
READING			2	19	11	32
ELEMENTARY REMEDIAL READING	2	12	3			17
SECONDARY REMEDIAL READING	10	11				21
SECONDARY DEVELOPMENTAL READING	5	36	30	1		72
SPEECH		1				1
THEATRE ARTS		2				2
DANCE AND THEATRE		3	2	2		7
HUMANITIES	4					4
ENGLISH/SOCIAL STUDIES CORE	2					2
LATIN		1				1
ENGLISH AS A SECOND LANGUAGE	9	26	6	1		42
FRENCH		8	4	2		14
GERMAN	1	1	2	1		5
JAPANESE		1	1			2
RUSSIAN		1	1			2
SPANISH	10	32	14	5	1	62
OJIBWE	1	1				2
BILINGUAL/BICULTURAL EDUCATION		1	4			5
HEALTH & PHYSICAL EDUCATION			4	2		6
HEALTH EDUCATION	7	6	7	2		22
PHYSICAL EDUCATION	2	7	5	3	3	20
HOME ECONOMICS	2	4				6
FAMILY AND CONSUMER SCIENCES	4	14	8	3		29
CONSUMER AND HOMEMAKING/FAMILY LIFE	4	4				8
INDUSTRIAL ARTS	1	4	2	1	1	9
TECHNOLOGY		5	11	6	1	23
MATHEMATICS	31	140	70	36	2	279
MUSIC	1					1
VOCAL AND CLASSROOM MUSIC	1	4				5
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC		2				2
SCIENCE ALL	6	9	5	3		23
JR HIGH SCIENCE	1					1
LIFE SCIENCE	4	44	12	1		61
PHYSICAL SCIENCE	4	35	12	1		52
EARTH AND SPACE SCIENCE	1	41	14	1	1	58
SCIENCE 5-9	2	3				5
SCIENCE 5-8	1	10	19	27		57
BUSINESS	15	45	17	2		79
BUSINESS		9	7	2		18
KEYBOARDING FOR COMPUTER APPLICATION				1		1
SOCIAL STUDIES	14	62	59	17	1	153
GEOGRAPHY		2	3			5
HISTORY	1	3	1			5
HISTORY-HUMANITIES	1					1
PSYCHOLOGY		1				1
TEACHER/COORDINATOR WORK BASED LEARNING	1	4	2			7
VEHICLE SERVICES OCCUPATIONS	1					1
AVIATION OCCUPATIONS		1	1			2

CONSTRUCTION OCCUPATIONS		1	1			2
GENERAL ACADEMIC SUBJECTS	45	173	338	473	5	1,034
ELEMENTARY EDUCATION	4	18	4	4		30
KINDERGARTEN	3	7	5			15
PRE KINDERGARTEN	2	7				9
EARLY CHILDHOOD EDUCATION				1		1
ADULT BASIC EDUCATION		1				1
PARENT AND FAMILY EDUCATION	3	12	2			17
FAMILY ED/EARLY CHILDHOOD EDUCATOR		15	3			18
SPEECH LANGUAGE PATHOLOGIST	1					1
EMOTIONALLY/BEHAVIORALLY DISORDERED	33	3	4	3		43
SPECIFIC LEARNING DISABILITIES	17	7	4	1		29
PHYSICALLY HANDICAPPED	1	1				2
DEVELOPMENTAL/ADAPTED PHYSICAL ED.			1			1
PHYSICAL AND HEALTH DISABILITIES			1			1
DEAF OR HARD OF HEARING	3					3
EARLY CHILDHOOD SPECIAL EDUCATION	11	1				12
MILD TO MODERATE MENTALLY HDCP	6	3	1	1		11
MODERATE TO SEVERE MENTALLY HDCP	8	2				10
SHORT CALL SUBSTITUTE	15					15
DISTRICT SUPERINTENDENT	1		1			2
PRINCIPAL ANY SCHOOL		1				1
ELEMENTARY SCHOOL PRINCIPAL	2	1				3
PRINCIPAL K-12	5	1	1			7
SECONDARY GUIDANCE AND COUNSELING	1		2			3
MIDDLE SCHOOL GUIDANCE AND COUNSELING		2	2			4
ELEMENTARY GUIDANCE AND COUNSELING		6	2			8
SCHOOL COUNSELOR		2	7	8	5	22
SCHOOL SOCIAL WORKER	1					1
LIBRARY MEDIA SPECIALIST	3	8	1	1		13
DIRECTOR OF SPEICAL EDUATION	2					2
EXPERIMENTAL PROGRAM					447	447
<b>TOTAL</b>	<b>331</b>	<b>981</b>	<b>777</b>	<b>657</b>	<b>480</b>	<b>3,226</b>

**Appendix L**

**NON-LICENSED COMMUNITY EXPERTS GRANTED  
ALL FIELDS, 2000-2004**

LICENSE	2000	2001	2002	2003	2004	TOTAL
VOCATIONAL AGRICULTURE	3	2	1	1		7
AGRICULTURE PRODUCTION FARM MGMT	1	2		1	1	5
VISUAL ARTS	1	14	6	9	5	35
MARKETING OCCUPATIONS	1					1
TEACHER/COORDINATOR MARKETING OCC CO-OP	1					1
ENGLISH LANGUAGE ARTS	3	7	2			12
COMMUNICATION ARTS/LITERATURE	1	6	10	7	3	27
READING			1			1
ELEMENTARY REMEDIAL READING		3				3
SECONDARY REMEDIAL READING		1				1
SECONDARY DEVELOPMENTAL READING	1	1				2
THEATRE ARTS		1				1
DANE AND THEATRE	5	4	7	8	6	30
LATIN		1	1			2
AMERICAN SIGN LANGUAGE	7	6	10	8	5	36
CHINESE	2	1	1	2	3	9
ENGLISH AS A SECOND LANGUAGE	27	24	7	4		62
FRENCH	2	2	2	3	1	10
GERMAN		5	2		1	8
JAPANESE	7	6	5	3	4	25
RUSSIAN	1	1				2
SPANISH	18	30	15	10	12	85
OJIBWE		1		1		2
BILINGUAL/BICULTURAL EDUCATION	11	7				18
HMONG			3		2	5
HEALTH CARE CAREERS	2	4	5			11
EMERGENCY MEDICAL TECHNICIAN	2	1				3
HEALTH & PHYSICAL EDUCATION	2	4				6
HEALTH EDUCATION	3	4	6	2	2	17
PHYSICAL EDUCATION	4	8	10	9	6	37
HOME ECONOMICS	1					1
FAMILY AND CONSUMER SCIENCES	4	9	4		3	20
COSMETOLOGY OCCUPATIONS			2	2	1	5
INDUSTRIAL ARTS	10	4	4	1		19
TECHNOLOGY	1	12	10	5	5	33
MATHEMATICS	15	30	19	14	3	81
MUSIC	3	2	7			12
CLASSROOM MUSIC		1				1
VOCAL AND CLASSROOM MUSIC	4	11	7	5	1	28
VOCAL MUSIC	3	1				4
INSTRUMENTAL(BAND/ORCH) AND CLASSROOM MUSIC	3	3	3	6	3	18
SCIENCE ALL	3	4	6	1		14
GENERAL SCIENCE* JR HI SCIENCE	2	1				3
LIFE SCIENCE	6	5	4	6		21
PHYSICAL SCIENCE	2	5	2			9
CHEMISTRY	2	2	1	6	1	12
PHYSICS	2	1		5	1	9
EARTH AND SPACE SCIENCE	1	2	1	4		8
SCIENCE 5-9	1					1
SCIENCE 5-8			3	2	1	6
BUSINESS	12	19	14			45
BUSINESS	2		7	12	7	28
DATA PROCESSING OCCUPATIONS		1	1			2
ADMINISTRATIVE SUPPORT OCCUPATIONS	1					1
KEYBOARDING FOR COMPUTER APPLICATION			1	5	1	7
SOCIAL STUDIES	2	14	9	7	4	36
AMERICAN INDIAN LANGUAGE & CULTURE		1	2	1		4
ECONOMICS		1				1
HISTORY	1	1				2
PSYCHOLOGY	1					1

TEACHER/COORDINATOR WORK BASED LEARNING	3		2	2	1	8
AUTO BODY REPAIR OCCUPATIONS		1				1
AUTO MECHANICS	1		4			5
VEHICLE SERVICES OCCUPATIONS	1	4	1			6
AVIATION OCCUPATIONS	2		1			3
CONSTRUCTION OCCUPATIONS		3	1			4
TRUCK/DIESEL MECHANICS	1					1
DRAFTING OCCUPATIONS	1					1
COMMUNICATIONS/MEDIA TECHNICIAN		1				1
BROADCAST/MEDIA OCCUPATIONS	2					2
COMMUNICATIONS/MEDIA OCCUPATIONS		1				1
INDUSTRIAL DESIGN TECHNOLOGY OCCUPATIONS	1	1	1			3
MANUFACTURING TECHNOLOGY	1	1				2
GRAPHIC ARTS			1			1
METAL/MATERIAL PROCESSING OCCUPATIONS		3				3
WELDING OCCUPATIONS	1	1				2
GENERAL ACADEMIC SUBJECTS	3	10	14	6		33
ELEMENTARY EDUCATION	20	58	48	28	4	158
KINDERGARTEN	1	2				3
PRE KINDERGARTEN		4				4
EARLY CHILDHOOD EDUCATION	1	1		9	3	14
ADULT BASIC EDUCATION		1	3	2		6
PARENT AND FAMILY EDUCATION	6	8	9	6	7	36
FAMILY ED/EARLY CHILDHOOD EDUCATOR	4	3	5	1		13
SPEECH LANGUAGE PATHOLOGIST	2	10	2			14
EMOTIONALLY/BEHAVIORALLY DISORDERED	18	57	75	59	49	258
SPECIFIC LEARNING DISABILITIES	11	21	29	26	18	105
PHYSICALLY HANDICAPPED	1	1	2			4
DEVELOPMENTAL/ADAPTED PHYSICAL ED.			1			1
PHYSICAL AND HEALTH DISABILITIES			1	4	3	8
ORAL/AURAL DEAF EDUCATION		3	4			7
DEAF OR HARD OF HEARING	7	2	1		1	11
BLIND OR VISUALLY IMPAIRED	1	2	1		1	5
EARLY CHILDHOOD SPECIAL EDUCATION	2	8	1	5	2	18
DEVELOPMENTAL DISABILITIES		1	5	8	15	29
MILD TO MODERATE MENTALLY HDCP	3	19	4	5	1	32
MODERATE TO SEVERE MENTALLY HDCP	4	6	12	9	3	34
SHORT CALL SUBSTITUTE	101	92	35	40	10	278
DRIVER EDUCATION		2				2
COMMUNICATIONS TECHNOLOGY CAREERS			1			1
MEDICAL CAREERS			1		2	3
TRANSPORTATION CAREERS				2		2
SECONDARY GUIDANCE AND COUNSELING	3	1	1			5
SCHOOL COUNSELOR	1	6	8	4	1	20
SCHOOL PSYCHOLOGIST	1	2				3
SCHOOL SOCIAL WORKER		2				2
PUBLIC SCHOOL NURSE		4				4
LIBRARY MEDIA SPECIALIST	1	1	2	2	1	7
EXPERIMENTAL PROGRAM					5	5
<b>TOTAL</b>	<b>392</b>	<b>619</b>	<b>477</b>	<b>368</b>	<b>209</b>	<b>2,065</b>

## Appendix M

### 2005 Teacher Supply and Demand – Additional Comments: Availability of Substitute Teachers

#### Additional comments from school districts and charter schools relating to availability of substitute teachers:

- Some secondary areas it is nearly impossible to find a qualified substitute and some secondary areas even “good” substitutes do not want to work in because of degree of difficulty, for example: industrial technology.
- We are fortunate because of our location to the metro area and we had an adequate supply of substitutes.
- Substitutes in specific secondary teaching areas are difficult-Industrial Technology, Family and Consumer Science, and Business Technology.
- When the state sets up in-service meetings for our staff it creates substitutes teachers.
- Instituting a computer sub-calling program helped find substitutes in a timely manner.
- We are now using Kelly Educational Staffing for substitute teachers.
- Adequate supply for the last two years.
- With our setting we do not hire substitutes. The open setting allows licensed teachers to supervise all students.
- We are not adding any additional short-call subs due to the volume of licensed teachers available to substitute.
- The very few sub teachers available in northern MN are shared by all the area schools. Warroad shares subs with Roseau, Baudette, and Badger.
- We are fortunate to be in a community with three colleges with which we have good working relationships. Also, graduates want to move to this area or stay here because of the attractiveness of the community due to size and amenities offered here.
- Kelly Services did an excellent job of recruiting, training and supplying substitute teachers and paraprofessionals,
- Long-term subs with proper licensure are very difficult to find; short-term subs are less difficult to find around here, with several recently retired teachers agreeing to sub.
- Again, Alexandria is atypical in that many teachers retire to the area and want to remain active as substitutes.
- Subject matter subs are still the best and they are harder and harder to come by. There are subs, but they serve mainly as babysitters.
- Our location makes it easier to secure substitutes during this time of over supply of teachers in a number of licensed areas.
- Question #30 asked about the overall supply of substitute teachers for 2003-04. For 2004-05, we have a slight oversupply. It will be interesting to see how the Board of Teaching’s new ruling will affect 05-06 substitute supply (specifically that short-call substitute teachers are now required to have section #9 of the license application completed for each district they intend to sub in).
- We, due to declining enrollment, have a number of part-time teachers that we can use to sub at the HS level.
- We have relieved our substitute needs somewhat by hiring two 100-day substitutes each year.
- We have not required substitute teachers in the last 13 years.
- Non-licensed teachers that have a sub license tend to struggle, but we need them.
- We are fortunate that many of our substitute teachers want to remain in the area and there are not many teachers leaving or retiring so there are good substitute teachers available at this time.
- Securing licensed special education substitutes is next to impossible in our rural area.
- We always need substitute teachers.
- Ability to use persons without a teaching degree.

**Additional comments from school districts and charter schools relating to availability of substitute teachers, continued:**

- Consider allowing teachers with a limited license to teach in districts other than the district that signed for the limited license.
- Some areas are easier for general subs to cover. Special education is frequently less attractive for subs, especially with students with significant disabilities.
- Many get tired of subbing and find other work. Subbing is not easy.
- New rule allowing non-education majors has been extremely helpful.
- We are a retirement community that helps.
- Since there is an abundance of elementary education teachers without jobs, we have a large number of subs available.
- The Winona Area Public Schools has taken steps to limit the number of subs needed. As an example, we have limited non-teaching activities during the school day to reduce the need for subs.